DOCUMENT RESUME

ED 220 995 EC 150 016

AUTHOR	Diep, Barbara J.; Welsh, Phil
TITLE	Project CAST: Experience-Based Career Education Program for Secondary Level Handicapped Students Residing in a Rural Area. Final Report.
INSTITUTION	Charles County Public Schools, La Plata, Md.
PUB DATE	30 Nov 81
NOTE	163p.
EDRS PRICE	MF01/PC07 Plus Postage.
DESCRIPTORS	Career Awareness; *Career Education; Career Exploration; *Disabilities; *Program Descriptions; Program Evaluation; Secondary Education; Work Study Programs
IDENTIFIERS	Experience Based Career Education; Maryland (Charles County); *Project CAST

ABSTRACT

The final report of the 3 year Project CAST (an Appalachia Educational Laboratory adaptation of the Experience Based Career Education Model) in Charles County, Maryland, reviews accomplishments in the areas of student appraisal, individual educational programming (IEP), joint coordination and continuing education, and dissemination and replication. The program provides approximately 422 handicapped high school students with a 4 year program stressing the following areas: (1) career awareness, in which students survey the variety of occupations available through such learning experiences as field trips and guest speakers; (2) career exploration, in which students research occupations of interest; (3) career investigation, during which students are provided with job sampling experiences; and (4) on-the-job training/work study in the community. Accomplishments from October 1, 1978, through March 1980, are summarized and include selection of the student assessment battery; application of the procedure for IEP annual review to 177 students; implementation of a week long summer inservice training session for project staff and others; dissemination of project brochures to employers, resource people, and educators; and development of project products such as teaching guides and an assessment resource handbook. Third year (March 1980 through August 1981) accomplishments reported include continuation of assessment and IEP development and review with more students, completion of the Assessment Resource Handbook, development of a new instrument, "The Career Knowledge and Preference Information Sheets," regional replication activities, and completion of a Project CAST handbook. The final section addresses continuation plans funded by the local Board of Education. Appended are the second year assessment battery, the sample "Career Knowledge and Preference Information Sheets," the site analysis/resource development forms, replication forms, and the final evaluation report. The evaluation report covers student outcomes, community outcomes, impact assessment, and process objectives. Questionnaires for community persons, resource persons, parents, and students are appended to the evaluation report. (DB)

ED220995

PROJECT CAST:

EXPERIENCE-BASED CAREER EDUCATION PROGRAM

for

SECONDARY LEVEL HANDICAPPED STUDENTS

RESIDING IN A RURAL AREA

FINAL REPORT

Barbara J. Diep
Phil Welsh

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

✓ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

JOHN H. BLOOM
SUPERINTENDENT OF SCHOOLS
BOX D
CHARLES COUNTY BOARD OF EDUCATION
LA PLATA, MARYLAND

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Katherine Blish

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

November 30, 1981

EC 150016

TABLE OF CONTENTS

		PAGE
PART I	PROJECT OVERVIEW	1
PART II	NARRATIVE	4
SECTION I	REVIEW OF ACCOMPLISHMENTS, OCTOBER 1, 1978 THROUGH MARCH, 1980	4
	A. STUDENT APPRAISAL	5
	B. INDIVIDUAL EDUCATIONAL PROGRAMMING . .	7
	C. JOINT COORDINATION AND CONTINUING EDUCATION	9
	D. DISSEMINATION ACTIVITIES	12
SECTION II	PRODUCTS	15
PART III	NARRATIVE	17
SECTION I	REVIEW OF ACCOMPLISHMENTS, MARCH 1980 THROUGH AUGUST 1981	17
	A. STUDENT APPRAISAL	18
	B. INDIVIDUAL EDUCATIONAL PROGRAMMING . .	20
	C. JOINT COORDINATION AND CONTINUING EDUCATION	22
	D. DISSEMINATION, ACCOUNTABILITY AND MANAGEMENT	26
	E. REPLICATION ACTIVITIES	32
	F. TIME DELAYS AND SIGNIFICANT CHANGES IN PROGRAM OBJECTIVES	35

		PAGE
SECTION II	PRODUCTS	37
PART IV	NARRATIVE	40
SECTION I	CONTINUATION PLANS FOR SCHOOL YEAR 81/82 .	41

APPENDIXES

A.	SECOND YEAR ASSESSMENT BATTERY	46
B.	SAMPLE CAREER KNOWLEDGE AND PREFERENCE INFORMATION SHEETS, PHASES 1, 2, 3, and 4	49
C.	SITE ANALYSIS/RESOURCE DEVELOPMENT FORMS .	53
D.	REPLICATION FORMS	57
E.	FINAL EVALUATION - THIRD YEAR	77

Part I: Project Overview

Project CAST:

Experience-Based Career Education Program for Secondary Level Handicapped Students Residing in a Rural Area

Project CAST, a career education Handicapped Children's Model Program, has its roots in the developmental theories of Eli Ginzberg and Donald E. Super. It is an Appalachia Educational Laboratory adaptation of the Experience-Based Career Education Model. High school age, educationally handicapped students receiving special eduction for over half of the day, attending the four Charles County high schools and the F. B. Gwynn Educational Center, have the opportunity to participate in the program.

The program focuses upon the students' development of skills necessary to foster independent living, wise career decision-making and successful entry into the world of work. The model utilizes a carefully designed integration of community and school-based sequential and developmental learning experiences. The project centers around the concept that learning occurs in many environments; the community, school, and home together provide the arena for student growth. Providing students with consistent and progressive interaction and labor market exposure is accomplished through a four year/four phase program approach.

Phase I: Career Awareness

In Phase I, students learn about the multitude of occupations that exist within the community. Learning experiences include field trips to work sites, guest speakers from community-based occupational areas, self discovery survey instruments, pre and post field trip/guest speaker activities, role play, simulations, and other instructional activities.

Phase II: Career Exploration

In Phase II, students identify interests, abilities, environmental and life style preferences, and occupations which match these factors in order to make some tentative career decisions. During Career Exploration, occupations of interest to each student are researched for characteristics, trends, requirements, tools/tasks, and explored through work samples, instructional activities, vocational evaluation, guest speakers, and job shadowing experiences.

Phase III: Career Investigation

In the Career Investigation phase, students are provided with job sampling experiences to, in concrete terms, validate assumptions made regarding the students' desired occupations for future employment. Learning activities are designed to develop students' job seeking, maintaining, and terminating skills, as well as, to enhance students' social and emotional adjustment in the working world.

Phase IV: On-The-Job Training/Work Study

In the On-The-Job Training/Work Study phase of the Project CAST program, students step through the process

of locating and being trained in self-selected occupations. This is the only phase of the program in which a student can receive pay. Concurrent to the community-based component, there are seminar sessions, individual projects, and instructional activities involving job enabling and life skills.

All students are monitored on-site and evaluated on an informal and formal basis by the teacher, the resource person (employer), and the student.

Students move from Phase I through Phase IV of the program according to their career educational needs. The program is one alternative career education intervention available to handicapped students and therefore open entry/open exit criteria exist.

Project CAST is currently serving over 245 students and there are 213 local businesses, industries, and educational agencies participating in the program.

Part II: Narrative

Section I: Review of Accomplishments, October 1, 1978 - March, 1980

This section addresses each program category with respect to accomplishments since October 1, 1978. Although the four program categories have remained, to a great extent, constant, sub-program objectives and activities over the two year time period have undergone slight rearrangements. Modifications of the original plan have been minor in nature. The model itself, Project CAST's four phase continuum career education program, is identical to that which is described in the original proposal.

Part II: Narrative

Section I: Review of Accomplishments
October 1, 1978 through March 3, 1980

A. Student Appraisal

During the fall of 1978, instruments were selected to assist/assess students participating in the targeted population for Phase III: Career Investigation activities. The assessment battery included instruments that measured student performance in related academic areas and life skills areas. In addition, instruments were selected to assist students in career/vocational interests identification. A checklist was developed to assist students in the identification of interpersonal/environmental requirements for specific occupations. The assessment battery included:

- Woodcock-Johnson Psycho-Educational Battery - Math, Reading, and Written Language Clusters
- Peabody Individual Achievement Test - Spelling Sub-test
- Social and Prevocational Information Test Battery
- California Occupational Preference Survey - Intermediate
- JOB-O
- Student Skills/Interest Checklist
- Vocational Evaluation Unit - vocational/career aptitude assessment

Initial plans for the annual review of IEPs, in relation to this program were established.

During the Spring of 1979, students were administered the selected assessment battery. In addition, all 25 students' Individual Educational Programs (IEPs) were reviewed to determine student progress in long range and short term instructional objectives.

Level 4 and 5 handicapped students were screened using the county ARD procedures regarding prevocational and related academic skills. Project staff reviewed the assessment structure and designed an assessment battery to be in place and used for SY 79/80 Phases I-IV of the program. Minor changes made included the addition of the PAYES and clarification of appropriate instruments for the F. B. Gwynn Educational Center; all to be completed on a pre-test - post-test basis.

Students participating in Project CAST Phases I - IV were pre-tested upon entrance into the program in the Fall, 1979 and post-tested in the Spring of 1980. All Level 4 and 5 handicapped students' IEPs were reviewed to determine student growth in goals and objectives to determine the appropriateness of Project CAST programming.

Other related activities included final planning for the development of the Assessment Resource Handbook and review/refinement of the Career Development Objective Guide.

Part II: Narrative

Section I: Review of Accomplishments

October 1, 1978 through March 3, 1980

B. Individual Educational Programming

During the first year of project operation, an adaptation of the AEL model EBCE procedure to solicit and obtain community participation was used. A more stream-lined format (with minor revisions) was implemented in the Fall of 1979. The following figures represent the results of site analysis and resource development during the initial two years of the program. As of:

- 6/30/79 - 80 resource people (employers)
  25 sites
- 3/80 - 112 resource people (employers)
  80 sites

The first drafts of the life skills objectives were identified during the 1978-1979 school year and disseminated for evaluation and revision to administrators, project teachers, and instructional supervisory personnel.

After further review by a five day curriculum workshop group, consultants from both the NETWORK and CEC, the second draft of the objective guides (Math, Science, Social Studies, Language Arts, and Career Development) were disseminated again for use and review.

Individual Education Program (IEP) development, implementation, and review occurred for 25 project students in program Phase III: Career Investigation as indicated in the original proposal for first

year activities.

Fall 1978 - Spring 1979

- 22 students participated in 1 job sampling for Phase III
- 3 students participated in 2 job samplings for Phase III

Fall 1979 - Spring 1980

- 53 students participated in 3 job samplings for Phase III and an OJT experience for Phase IV
- 124 students participated in Career Awareness and Exploration (field trips and guest speakers)
- Total program participants as of March 5, 1980 included 177 students (+ or - 10%)

As of March 1980, the procedure for IEP annual review was in place and 177 Level 4 and 5 educationally handicapped students were reviewed according to the process identified in P. L. 94-142 and Maryland Bylaw 13.04.01, in terms of Project CAST involvement.

Part II: Narrative

Section I: Review of Accomplishments

October 1, 1978 through March 3, 1980

C. Joint Coordination and Continuing Education

A two day orientation workshop for program staff and support staff was held in December 1978. In January 1979, Learning Coordinators met with the Project Director to review procedures for program implementation and an Open House was held for Resource Persons and employers. Parents received program orientation via small group and individual conferences. Meetings were held with various individuals from within the Charles County Board of Education to discuss project scope and activities. Project CAST reporting, support, and coordination activities were incorporated into the Special Education Department meetings.

Initial plans for establishing a Project CAST Advisory Board were put into action.

In the Spring of 1979, a series of coordination meetings were held with project staff and school-based staff to assess needs, provide staff development activities, and to coordinate various project activities.

A week long summer in-service training session (1979) for project school-based staff and support staff was delivered with a focus on

preparing teachers for second year project activities. In August 1979, a half day awareness session was held for department chairpersons and a second one for all secondary special educators.

Throughout March 1979-March 1980, project staff attended and/or presented at the NETWORK Conferences, CEC-Career Education Conference, MSDE workshops, PDAS Orientation, Assessment, and Rural Areas Topical workshops, and the Experience-Based Career Education Conference.

During SY 79/80 eleven half day meetings were held with school-based project teachers which enhanced coordination and continuing education. Resource support has been provided to individual teachers on a needs basis and Curriculum/Program Coordinators were available at each school at a minimum of one time per week to provide additional assistance. Journals and other professional resource materials were purchased to provide continuous learning opportunities for professional staff.

As in the first year of operation, individual consultations were used to orient resource persons, parents, and students to Project CAST and to the two additional phases (I and II) which were being implemented. This technique proved to be the most successful due to lack of public system transportation. Furthermore, an experience site tour day was held in early Spring for parents to have the opportunity to view students participating in the community.

Instructional administrators and supervisors were oriented to second year project activities through a presentation made during an

Instructional Division monthly meeting.

The project was represented on the Charles County School System's Career Education Advisory Committee, the system's Student/Community Coordinating Committee, bi-weekly meetings with the Office of Special Education, intracounty agency meetings, and county curriculum committees.

Other accomplishments include the development and dissemination of Spring (1979 and 1980) newsletter issues and the establishment and operation of the Project CAST Advisory Council.

Part II: Narrative

Section I: Review of Accomplishments

October 1, 1978 through March 3, 1980

D. Dissemination Activities

School Year 78-79

1. life skills objectives (first draft)
2. brochures and fact sheets to employers and resource people
3. 400 brochures disseminated via the local ACLD newsletter routing
4. brochures to instructional departments and divisions of the LEA
5. brochures to MSDE, Divisions of Special Education and Career Education
6. brochures and overviews to CEC Career Education Conference in St. Louis
7. established a mailing list of over 100 individuals and agencies at local, state, and national levels
8. dissemination at national conferences and meetings

School Year 79-80

1. second draft of a program brochure and dissemination to all special educators, administrators, supervisors, and counselors in the LEA, all special education and

career education coordinators in the State of Maryland, all professional personnel in the Divisions of Career Education and Special Education at MSDE, intracounty organizations, and to other individuals/organizations upon request

2. development and dissemination of the Project CAST newsletter to individuals/organizations cited above and parents of Project CAST students
3. presentations to instructional supervisors and administrators within the LEA, faculties of participating schools, LEA Career Education Advisory Committee, Student/Community Coordinating Committee, Chamber of Commerce, Kiwanias, local ACLD, intracounty agencies, coordinators of career education programs within the State of Maryland, students attending two colleges/universities, and numerous others
4. inclusion in the nationwide EBCE directory, MSDE career education program listings, and in the HCMPs directory developed by the NETWORK
5. articles published within the Charles County newspapers
6. dissemination of program overviews and information packets (EBCE Conference, February 1980; MSDE Monitoring and Evaluation Committee) and upon request
7. initial development of a slide-tape presentation

Accomplishments in the area of program evaluation during the two 'start up' years included acquisition of a Third Party Evaluator, the receipt of evaluation designs which incorporated plans for formative

feedback regarding specific program components and activities, and summative information, an Interim Report for 79/80, and Final Evaluation Reports for SY'79 and SY'80.

Project management during the two years of operation involved grant negotiations, resource allocation, interpretation, clarification, adjustment, and delineation of activities; as well as, timeline adjustments, monitoring activity accomplishments, continuation planning, maintaining a budget system, organizing staff in-service, attendance at national conferences and meetings, and the hiring of staff personnel.

Part II: Narrative

Section II: Products

A variety of products were to be completed and packaged within the three year time span, as a component of and adjunct to Project CAST program development, implementation, dissemination, and replication. The following products were at various stages of development and dissemination during school year 78/79 and 79/80.

1. Project CAST Unit Guides

   The guides serve as a resource to special educators in providing life skills/career development educational programming for students. Four of the six guides had stepped through second and third drafts by July 1980. Second drafts in the areas of Social Studies and Science were reviewed and evaluated by May 1980 with final revisions expected shortly after.

2. Assessment Resource Handbook

   To include an annotated listing of assessment instruments which may be utilized to assist/assess students during each program phase. Completion and packaging were expected by September 1980.

3. Site Analysis Manual/Sourcebook on Community Involvement

   The manual would describe procedures used to solicit community involvement in the program and the methodology used to analyze community learning sites. Completion and packaging of this manual was to occur by September 1980.

4. Handbook on Project Procedures

   Handbook would be utilized for replication training and technical assistance activities. Program goals and objectives, procedures for implementation and a complete description of all components would be addressed. A draft format was completed in September 1979 and disseminated for review and use. Revisions and final packaging were expected to conclude by August 1980.

5. Sourcebook on Evaluation Techniques

   Evaluation techniques used to assess program impact would be completed and packaged by October 1980 for use in replication activities.

6. Brochures, Newsletters

   Two newsletters per year and brochures for use in creating program awareness were developed and disseminated.

7. Slide-Tape

   A brief slide-tape presentation would be developed for use as a general program awareness material.

Part III: Narrative

Section I: Review of Accomplishments
March 1980 through August 1981

This section once more addresses each program category with respect to accomplishments from March 1980 through August 1981, time delays, and any significant changes in project objectives. The model itself, Project CAST's four phase continuum career education program, has remained identical to that which was described in the original proposal.

Part III: Narrative

Section I: Review of Accomplishments
March 1980 through August 1981

A. Student Appraisal

As of March 1980, Phase I and II (field trips and guest speakers) were operational with one hundred and twenty-four students participating. During the Spring of 1980, students participating in Phase III and IV were pre-post tested according to the selected assessment battery.(see Appendix A) As of June 1980, all 177 students' (Levels IV and V) Individual Educational Programs were reviewed. School-based staff examined each students' program to determine progress and appropriateness of Project CAST phase programming. Modifications and changes were made accordingly.

During the third year of project operation, 245 (+ or - 10%) students moved through the assessment process outlined above and received pre-post testing with the selected instruments. During the annual reviews in Spring 1981, all of the two hundred and forty-five project students' Individual Educational Programs were reviewed according to the established special education procedures.

In addition, many students participating in Phases II and III attended the Vocational Evaluation Unit (at the Vocational-Technical Center) and were assessed in the areas of vocational aptitude and career interest.

During the Summer of 1980, final decisions were made for the development of the Assessment Resource Handbook. Completion and packaging took place by November 1981.

In January 1981, a new instrument was developed by the project to gather formative data on an individual student basis which could be used to assist ARD teams in determining appropriate phase placements. (See Appendix B) The Career Knowledge and Preference Information Sheets, Phase 1, 2, 3, and 4, were field tested and used by each phase prior to the Spring 1981 annual reviews of IEPs.

A third draft of the Project CAST Informal Career Inventory was developed for Phases 1 - 4, with a simplified version for Level V students, and disseminated to project teachers for review and evaluation. The structure and content of the Career Inventory went through final revisions during the Project CAST Summer 1981 In-Service.

A six month follow-up is scheduled to occur in December 1981 on the 19 Project CAST graduates to determine employment status.

Part III: Narrative

Section I: Review of Accomplishments

March 1980 through August 1981

B. Individual Educational Programming

As of June 1980, 120 Resource Persons had been identified at 100 sites and were participating in the program. Each community site and Resource Person's job was analyzed, utilizing the project Site Analysis/Resource Development process, in terms of student learning opportunities at that site. (See Appendix C) Job tasks were then correlated to curriculum areas.

By the close of the third year of program operation, 178 sites were developed and RPs had participated in one or more of the phase activities. As of:

- 6/81 - 80 sites hosted Phase I field trips
  83 field trips occurred
  98 students participated
- 6/81 - 60 sites participated in Phase 2 shadowing experiences
  250 shadowings were planned
  85 students participated
- 6/81 - 10 presentations were given by guest speakers for Phase 1 and 2 students
- 6/81 - 70 sites participated in Phase 3 job sampling experiences
  155 job samplings were planned
  37 - 41 students participated

. 6/81 - 15 sites participated in Phase IV OJT/Work Study experiences

22 OJT experiences were planned

16-22 students participated

Life skills learning objectives (in Math, Science, Social Studies, Language Arts, as well as Career Development) were completed, packaged, and disseminated to project teachers, administrators, and instructional supervisory personnel by January 1981. At staff development meetings, during the Fall of 1980 and Winter of 1981, project staff trained special education teachers to use the objective guides efficiently.

Individual Education Program development and review occurred for 245 project students in Phase I - IV by June 1981. In addition, 245 (+ or - 10%) students were post-tested on the selected assessment battery by June 1981.

Part III: Narrative

Section I: Review of Accomplishments
March 1980 through August 1981

C. Joint Coordination and Continuing Education

By the end of Spring 1980, a series of eleven central coordination meetings were held with project staff and school-based staff. The purposes of these meetings were to:

1. obtain teacher input in the refinement of project operation
2. assess needs and provide staff development activities
3. coordinate school-based project activities and general program activities
4. problem solve any issues related to service delivery
5. informally discuss student outcomes as a result of program intervention

A week long in-service training session (Summer 1980) for school-based project staff and support personnel was delivered and evaluated with assistance from Sharon Johnson (consultant). This session was designed to prepare teachers for the third year of project operation.

A half-day awareness session was held for special education personnel in August of 1980, as well as a pre-service and in-service specifically for Project CAST personnel in August and September 1980.

During the 1980-1981 school year, project staff attended the National Council for Exceptional Children Convention, the National Experience-Based Career Education Conference, and the Maryland Personnel and Guidance Association Conference for program presentations, dissemination, and continuing education. Staff also attended PDAS conferences and workshops sponsored by the Maryland State Department of Education.

Third year continuing education/coordination activities included a series of nine one-half day meetings with school-based project teachers. Additional resource support was provided to individual teachers on a needs basis by the two program/curriculum coordinators. Each meeting incorporated continuing education activities and coordination issues. Journals and other professional resource materials continue to be purchased for professional staff.

A week long training session was held (Summer 1981) to prepare project teachers and support personnel for fourth year activities. Products completed included an item bank for the Project CAST Informal Career Inventory and the development of a student career planning portfolio. Competencies in career guidance and community site skills were addressed throughout the five days of training, as well as , actual community experiences were provided for CAST teachers.

Project staff attended four Program Development Assistance System workshops (Serving Populations With Distinct Needs, 7/80; Rural Service Delivery, Replication/Continuation, and Staff Development) during school year 80-81.

Similar to the process used during the second year of program operation, Resource Persons/Employers and parents were oriented to the program through individual consultations. In addition, a parent and community presentation was given in December 1980 to acclimate potential participants to the program. Representation at the presentation was somewhat limited, possibly due to transportation difficulties.

Six middle school presentations were conducted by project staff prior to the Spring 81 annual reviews to orient eighth grade Level IV students and teachers to Project CAST.

During the first week of June 1981, the Project CAST Student Awards and Community Site Appreciation ceremonies were held. Parents, community members, the Superintendent and Assistant Superintendent, instructional supervisory personnel, administrators, project staff, teachers and students had the opportunity to join together to recognize student and resource person achievements and contributions.

Accomplishments in the area of collaboration and coordination include:

1. Project representation on the:
   a. Charles County School System's Career Education Advisory Committee
   b. Charles County School System's Student/Community Coordinating Committee
   c. Charles County's Unit of the Governor's Committee on Employment of the Handicapped
2. project staff participation in county curriculum committees

3. the development and dissemination of Fall 1980 and Autumn 1981 newsletter issues

4. contact on a needs basis with the Office of Special Fducation

5. numerous meetings with system personnel

6. meetings with intracounty agencies

7. interaction with individuals representing the MD State Department of Education

8. the operation of the Project CAST/Special Education Advisory Committee

Part III: Narrative

Section I: Review of Accomplishments

March 1980 through August 1981

D. Dissemination, Accountability and Management

Dissemination activities for the third year have included:

1. The completion, packaging, and dissemination of a comprehensive program brochure (Fall 1980) to all special educators, administrators, supervisors, and counselors in the local education agency, Project CAST/Special Education Advisory Committee, Career Education Advisory Council, Charles County's Unit on the Governor's Committee on Employment of the Handicapped, all special education and career education coordinators in the State of Maryland, the University of Maryland College of Education, all professional personnel in the Divisions of Career Education and Special Education at the MD State Department of Education.

2. The development and dissemination of the Fall 1980 and Autumn 1981 Project newsletter to individuals and organizations cited above, as well as, to parents of project students.

3. Presentations to a variety of groups (March 1980 - August 1981), such as:
   - special education teachers (August-September 1980), faculties of participating schools (Fall 1980, September 1981), and middle school

eighth grade Level IV students within the LEA (Spring 1980 and 1981)

- an open house for community businesses and parents (December 1980)
- coordinators of career education programs within the State of MD (Spring/Summer 1981)
- student interns from the University of MD, College of Education (Spring 1981)
- MD State Department workshops (October 1980, March and June 1981, Summer 1981)
- Prince Georges, St. Mary's (Spring 1980), Anne Arundel, Montgomery and Frederick Counties in Maryland, and Prince William County, Virginia (Spring-Summer 1981)
- National EBCE Conference in Kentucky (March 1981)
- National CEC Conference in New York (April 1981)
- MD Personnel and Guidance Association Conference (May 1981)

4. Inclusion in the nationwide Experience-Based Career Education Directory and state listings, MSDE career education programs listing, HCMPs directory (OSE/PDAS), Reaching Beyond The City (PDAS monograph), and the LEA Career Education Coordinating Committee brochure
5. Articles published within the Charles County newspapers. Submission of an article to the Washington Post (SY 79/80) revisions and resubmission by July 1981, to date the article has not appeared in print

6. The development and dissemination of program overviews, question and answer sheets, and other information packets (NEBCEA - March 1981, MPAGA - May 1981, CEC - April 1981, MSDE - March and June 1981, Department of Education/Office of Special Education - February 1981, and the National Training Workshop for Handicapped Children, Wisconsin - June 1981)
7. The development and dissemination of replication packets to: Washington Hearing and Speech Society; National Children's Center; St. Charles Parish, Louisiana; Valley View Public Schools, Illinois; Prince William County, Virginia; Harford, Cecil, Frederick, Anne Arundel, Carroll, Montgomery, Caroline, Talbot and Calvert Counties in Maryland
8. The completion and packaging of a comprehensive Project CAST Handbook, disseminated to project teachers, administrators, instructional supervisory personnel, professional personnel in the Divisions of Career Education and Special Education, representatives of the Department of Education, University of Maryland/College of Education, replicating sites, and other individuals/organizations upon request (Summer 1981)
9. Completion, packaging, and dissemination of the Procedural Manual, Sample Program Evaluation Plan, Community Participation Guide, Consumable Forms Packet and Gaining Information for Educational Program Planning manual to

replication sites and all individuals/ organizations upon request of program information

10. Printing and dissemination of the Life Skills Objective Guides to instructional supervisory personnel, administrators, project teachers, special education department chairpersons at the six county middle schools, the four county high schools and the F. B. Gwynn Educational Center, support personnel, intracounty agencies, replicating sites, and to many other individuals/ organizations upon request
11. The completion and use of the Project CAST Slide-Tape with students, parents, community businesses, project staff, school faculties, at state and national conferences, and at replication workshops
12. Dissemination of products and literature to over 65 requests for information from school systems and agencies in Maryland and out of state. In-state requests include: Cecil, Anne Arundel, Cambridge, Great Mills, Rockville, and Baltimore. Out of state requests include: Utah, Ohio, New Hampshire, Florida, Connecticut, Montana, Massachusetts, Oregon, Louisiana, Illinois, Missouri, Wisconsin, New York, Texas, North Carolina, Maine, West Virginia, South Dakota, Nebraska, California, Virginia, Iowa, Michigan, Colorado, Georgia, Washington, D. C., Hawaii, and Saskatchewan, Canada.
13. On-site visitations hosted by Project CAST include representatives from the Washington Hearing and Speech Society, MSDE, the Office of Special

Education, St. Charles Parish, Louisiana, PDAS third party evaluation team, and interns from the University of Maryland

14. Regional replication activities in Anne Arundel and Frederick Counties
15. Replication activities included additional follow-up presentations and dissemination activities in Prince William County and at the John Archer School in Harford County

Accomplishments to date in the area of program evaluation include the receipt of the Evaluation Design Report, Interim Report, and Final Evaluation Report regarding third year activities (Appendix E) and the distribution of the reports to appropriate LEA authorities.

The Evaluation Design utilized during the third year was similar to that of the second year. However, special attention was given to replication activities, levels of program implementation, degree of program impact, and administrator program perceptions.

Accomplishments since March 1980 in the area of program management include:

1. application, preparation, and grant negotiation, resource allocation, and timeline adjustments
2. hiring a new Phase III/IV Curriculum/Program Coordinator
3. the monitoring of activity accomplishment
4. budget record keeping
5. preparation of continuation plans

6. the provision of staff development activities for self and staff
7. the coordination of project activities through bi-monthly and monthly meetings with central staff
8. attendance at local, state, and national conferences and meetings
9. the planning, execution, and evaluation of replication activities, no cost contract services, follow-up training sessions, and continuing technical assistance to adopters.

Part III: Narrative

Section I: Review of Accomplishments
March 1980 through August 1981

E. Replication Activities

During the third year of program operation, a continuing and expanded commitment was made to dissemination and replication activities. Accomplishments to date in the area of replication include: the design and implementation of two (one-day) regional program workshops (on May 1, 1981, Severne, MD and May 4, 1981, Frederick, MD), four (one-day) follow-up training sessions at the CAST demonstration site, three (one-day) training sessions given at identified replication sites and specific technical assistance on a needs basis (via visitations and correspondence).

The population targeted for attendance at the regional program workshops were special, career, and vocational supervisory personnel and educators in the Metropolitan Washington, D. C./Maryland Area, as well as, other individuals/organizations who expressed interest in the program.

Sixteen workshop participants represented Anne Arundel, Caroline, Talbot, Calvert, Harford, Montgomery, and Carroll Counties, as well as, the Washington Hearing and Speech Society, and Prince William County, Virginia. Activities for the regional workshops included: a comprehensive orientation to the project model and philosophy, a

discussion on the four phase service delivery approach, viewing the Project CAST slide-tape presentation, issues on program impact, round-a-table activities on instructional materials, CAST materials and products, and resource assessment instruments. The workshop addressed replication planning through a component analysis and costs packet, large group discussion on adopter/adapter concerns and funding alternatives, available no-cost contract services, and group investigation and identification of local feasibility factors. Statements of intent and agreement were completed through individual consultations, as appropriate. Each participant received a replication package containing program literature, sample products, and replication information, worksheets and forms. (see Appendix D)

Small group follow-up sessions were planned with potential adopters/adapters upon notice of interest. Training focused on the implementation of specific program components and procedures of interest to the particular LEA. Documentation was maintained on all planning, issues and concerns, activity timelines, and personnel responsibilities. Training at the Project CAST demonstration site included visitations to Phase I - IV classes, students at community sites, and an opportunity to talk with Learning Coordinators, Resource People/Employers, and students about the program.

As of August 1981, six educational agencies have taken specific action to replicate Project CAST. These are:

- Washington Hearing and Speech Society
  Washington, D. C.
  secondary level multi-handicapped

- St. Charles Parish, Louisiana
  secondary special education programs
  grades 10-12
  -intend to implement all four phases and the life skills curriculum-

- Prince William County School System
  Manassas, Virginia
  Project WORC
  EMR programs
  grades 9-12
  -all four phases plus the life skills curriculum in five (5) high schools-

- John Archer School-Special Center
  Harford County, Maryland
  secondary grades
  -all four phases plus the life skills curriculum-

- Valley View Public Schools
  Romeoville, Illinois
  District 365-U
  EMH programs
  grades 10-12

- National Children's Center, Inc.
  Washington, D. C.
  secondary unit
  -life skills curriculum-

Documentation of replication efforts include signed statements of intent and agreement, descriptions of training and technical assistance provided, replication site program descriptions, and the continuing correspondence on the progress of program implementation. As an additional source of technical assistance and to facilitate networking, all replicators were invited to participate in the five day Project CAST In-Service (Summer 1981).

Part III: Narrative

Section I: Review of Accomplishments
March 1980 through August 1981

F. Time Delays and Significant Changes in Program Objectives

Minimal time delays were experienced in the completion and packaging of the Project CAST Informal Career Assessment instrument, the dissemination of the Community Participation Guide, the Autumn 1981 project newsletter, and the submission of an article for journal publication. The time delays can be attributed to a transition period (December-January 1981) between Project Directors, and a two month time lapse (December-February 1981) before hiring an appropriately qualified individual to be the new Phase III/IV Curriculum/Program Coordinator. Being one staff member short necessitated the Project Director and Phase I/II Curriculum/Program Coordinator undertaking the additional responsibilities of providing job placement and support services to all Phase III/IV students and teachers, as well as, completing any project related tasks which had been assigned to the previous Phase III/IV Curriculum/Program Coordinator.

The transition and adjustment period for myself involved time to review all essential project documents, timelines, existing products, and continuation activity plans. The new staff coordinator joined the team in February 1981 and required much assistance and support while becoming acclimated to program procedures and services. The originally established timelines were quite rigorous and with the two

staff changes, the outcome was a 'ripple' effect. Many of the scheduled activities from December on were completed approximately 42 - 63 days later than expected. The article to be published within a professional journal is ready to be reviewed and submitted, and the Autumn Project CAST newsletter was completed, sent to be printed in August and was ready for dissemination in October 1981.

An additional factor contributed to the timeline delays experienced. Replication and follow-up services involved more intensive preparation, work hours, and manpower than was originally anticipated. The actual time the new staff allocated for replication activities was realistic and necessary if we were to acquire and develop replication sites.

However, even with the three variables described, numerous accomplishments occurred in all of the program areas and with the exception of one dissemination activity (a series of two 2 minute radio interviews) all third year continuation activities were met.

Part III: Narrative

Section II: Products

The following products reflect those products which were to be developed within the three year time span. These products are now completed and dissemination is a continuous process.

1. Project CAST Objective Guides

   Contains five content areas with 64 units of instruction. The content areas are: Career Development, Social Studies, Health/Science, Language Arts, and Math. Each life skills unit includes performance objectives and functional vocabulary. Multi-media resource listings are provided for each content area. 145 pages

2. Assessment Resource Handbook

   A selection of assessment instruments. Assessment descriptions include: ordering information, target population, areas assessed, materials/time/group size, format, administration/scoring, and interpretation and use of information. 20 pages

3. Community Participation Guide

   The guide provides procedures for soliciting and gaining community involvement. 23 pages

4. Procedural Handbook # 1

The handbook presents guides for program implementation. It addresses program philosophy, overview, goals, and objectives, as well as, indepth descriptions and procedures on each of the major program components. 29 pages

5. Project CAST Procedural Handbook # 2

A comprehensive manual to be used by program implementors for day to day operational information. The content includes an extensive overview and philosophy descriptions, and for each phase I - IV, the assessment requirements, curriculum, forms and notices, and procedures to be utilized. Site analysis/resource development and program evaluation format are also addressed within the handbook. 159 pages

6. Sample Program Evaluation

This sourcebook presents evaluation plans, sample evaluation strategies, and instruments which can be used to assess project impact. 45 pages

7. Brochures

Information given includes the program philosophy, population served, and an orientation to the four phases of Project CAST.

8. Newsletters

Descriptions of Project CAST products, teacher made and commercial, articles, and highlights on current

and upcoming program events, as well as, information on current career education trends.

9. Slide-Tape

A ten minute slide-tape presentation giving a program overview, including Career Awareness, Career Exploration, Career Investigation, and On-The-Job Training/Work Study components of Project CAST.

Part IV: Narrative

Section I: Continuation Plans for School Year 81/82

The final section addresses continuation plans for school year 81/82 with respect to each program category. It is impressive that in a time of rigid budget constraints, the Charles County Board of Education has provided tremendous support and endorsement. Project CAST is fully funded by the local Board of Education.

Support from the Board of Education, Maryland State Department of Education, county and school staff, the Advisory Council, community members, parents, and students insures a bright future for Project CAST.

Part IV: Narrative

Section I: Continuation Plans for School Year 81/82

Student Appraisal

During the Fall of 1981, two hundred and sixty students (260) moved through the assessment process. All Individual Educational Programs (IEPs) of Level IV and V students in Project CAST reflect students' instructional goals and incorporate Project CAST objectives and phase programming. In August and September 1981, one half day pre-service and one half day in-service training session was held for Project teachers to introduce any revised and streamlined forms, assessments and procedures and the new Project CAST Handbook.

Individual Educational Programming

As of October 1981, two hundred and thirteen (213) community sites were identified and participating in the program. A fifteen percent (15%) increase in the number of participating businesses is expected by the end of the fourth year of operation.

The amounts below reflect the number of community activities expected to occur within each of the four phases by June 1982.

- Phase I: 108 sites visited on 36 field trips
- Phase II: 552 shadowings planned

- Phase I and II: 65 guest speakers will give in-class presentations
- Phase III: 208 four week job sampling experiences planned
- Phase IV: 24 OJT-work study paid experiences planned

During the fourth year of operation, the Project CAST Informal Career Assessment Instrument will be field tested again, packaged, and disseminated. The student career portfolio and corresponding handbook will be packaged and disseminated to project teachers and other individuals/organizations upon request.

In the Spring of 1982, all two hundred and sixty (260) project students will move through required post testing and their IEPs will be reviewed and revised for School Year 82/83. Plans for School Year 82/83 include providing services to three hundred and twenty (+ or - 10%) students throughout the four phases.

Joint Coordination and Continuing Education

A series of six central coordination meetings for project staff and school-based staff are scheduled to occur during the school year. The meetings will incorporate continuing education activities and to coordinate program activities. Journals and professional materials, continue to be purchased. The two Curriculum/Program Coordinators (of which one also functions as the Project Manager) are available to

provide support and assistance to the school-based staff.

An in-service training session will be provided during the Summer of 1982 for school-based project personnel and support staff.

Project staff will attend one national conference (for program presentation and continuing education), workshops sponsored by the Maryland State Department of Education, and other local and state meetings, as appropriate. The staff will continue to participate in the Charles County Career Education Advisory Committee, Special Education Advisory Committee, Charles County Student/Community Coordinating Committee, and the Charles County Unit of the Governor's Committee for Employment of the Handicapped.

Dissemination/Replication

Dissemination/replication activities for School Year 82/83 will include:

1. development and dissemination of a Winter and Spring Project CAST newsletter
2. presentations to a variety of groups, such as, school faculties, instructional supervisors, special education teachers, Jaycees, the Southern MD Club of Printing House Craftsmen, apprenticeship and union organizations, community businesses, and parents, and other local educational agencies/ organizations upon request

3. inclusion in resource listings and directories, as appropriate, to facilitate continuing dissemination efforts
4. articles published within the county newspapers
5. one regional networking meeting for replicating sites
6. Project CAST demonstration site visitations and/or an open house
7. continuing specific technical assistance to replication sites via correspondence, telephone conversations, visits to our site, invitations to the Project CAST summer in-service and the regional networking meeting
8. dissemination of program information and brochures at the National CEC-DCD Conference in Texas , Maryland CEC Conference, and to other organizations/individuals upon request

Two additional products, a Resource Person/Employer Handbook and a Parent Handbook will be developed and disseminated. Both handbooks will incorporate many existing individual pieces of information sent to parents and employers.

Our students will be creating a film strip on Project CAST which will be used in presentations given to incoming Project CAST students.

Accountability/Management

The project staff will collect formative and summative information to evaluate program impact. The final report will be disseminated to appropriate LEA officials at the end of School Year 81/82.

As there will not be a Project CAST Director, Project management will be the mutual responsibility of one of the Curriculum/Program Coordinators and the LEA Supervisor of Special Education.

APPENDIX A

SECOND YEAR ASSESSMENT BATTERY

I. Assessment - Phase I: Career Awareness

A. Purpose:

1. To provide pre and post test data to measure student growth
2. To provide pre and post test data to measure program impact
3. To provide information which can be utilized for student programming

B. Instruments:

1. Woodcock-Johnson Psycho-Educational Test Battery - Achievement Section
   a. Math Cluster
   b. Reading Cluster
   c. Written Language Cluster *
2. CAST Inventory
3. Social and Prevocational Information Battery
   a. Hygiene and Grooming
   b. Functional Signs
   c. Job Related Behavior
   d. Home Management
   e. Health Care
   f. Job Search Skills
   g. Budgeting
   h. Banking
   i. Purchasing Habits

C. Testing Dates:

1980-1981 school year
Pretest - May, June, September, October 1980
Post-test - April, May, June 1981

D. Requirements:

Written parental consent must be obtained prior to assessment. (Use Special Education form titled Parental Consent for Educational Assessment.)

E. Resources available for accomplishment of this task and contact telephone numbers:

Barbara Diep - 375-8300

G. G. Evey - 375-8171

Jerry Shaffer - 375-8171

* F. B. Gwynn Educational Center excluded (unless appropriate for student)

F. Other Assessment Requirements:

Pre and post assessment of student progress with regard to:

a. IEP goals
b. IEP short term objectives

G. Assessment Option:

Students may be referred for vocational evaluation at the Vocational-Technical Center. Information derived from this evaluation can be valuable in student program planning.

APPENDIX B

SAMPLE CAREER KNOWLEDGE AND PREFERENCE INFORMATION SHEETS

PHASES 1, 2, 3, and 4

CAREER KNOWLEDGE AND PREFERENCE INFORMATION SHEET

PHASE I

STUDENT _____

TEACHER _____ SCHOOL _____

Specific Site Name _____ Date of Field Trip _____

1. Did you like this site?
2. Would you like to learn more about this site?
   Which part?
3. What types of jobs did you see at this site?
4. Name several duties an employee performed on the job.
5. Name one thing you know now that you didn't know before you visited this site.

CAREER KNOWLEDGE AND PREFERENCE INFORMATION SHEET

PHASE II

STUDENT _____

TEACHER _____ SCHOOL _____

SITE _____ JOBS _____, _____

_____, _____

(circle job related to question)

1. Did you like this job?
2. Would you like to learn more about this job?
   Which part?
3. Name one thing you liked about this job.
4. Name one thing you didn't like about this job.
5. Name one thing you know now that you didn't know before you visited this job.
6. What school subject(s) would be important to be able to do this job?

CAREER KNOWLEDGE AND PREFERENCE INFORMATION SHEET

PHASE III

STUDENT _____

TEACHER _____ SCHOOL _____

---

1. What site are you at right now?

2. What job (or jobs) do you do there?

3. Name one thing you know now that you didn't know before you sampled this site.

4. When you were doing your duties, were you working with other people or alone?

   Did you like this way of doing things?

5. Other than a _____ where else is this kind of job done?
   (site name)

6. Name two things you like about this job.

7. Name two things you don't like about this job.

8. What school subjects would be important to be able to do this job?

9. Would you like to be trained to do this job as a Phase IV student?

CAREER KNOWLEDGE AND PREFERENCE INFORMATION SHEET

PHASE IV

STUDENT _____

TEACHER _____ SCHOOL _____

---

1. What site are you at right now?

2. What job (or jobs) do you do there?

3. Name one thing you know now that you didn't know before you started training at this site.

4. When you are doing your tasks are you working with other people or alone?

   Do you like this way of doing things?

5. Name two things you like about this job.

6. Name two things you don't like about this job.

7. What could I learn in school that would help me do my job better?

8. When you finish your Phase IV experience would you:

		yes	no
a.	try to get a job at your present place	____	____
b.	look for the same job at a different place	____	____
c.	look for a different job	____	____
	If you were to look for a different job, what kind of job would it be?	_____	
d.	want more training in the same kind of job	____	____
e.	want more training in a different kind of job	____	____

APPENDIX C

SITE ANALYSIS/RESOURCE DEVELOPMENT FORMS

PROJECT CAST

OCCUPATION ANALYSIS AND SITE/RESOURCE DEVELOPMENT

Phases 1 - 4

Occupational Cluster _____ Site _____

Site Address/Directions _____

Resource Person(s) _____, _____, _____

Telephone _____ Maximum number of students at one time: Ph. 1 ____ Ph. 2 ____ Ph. 3 ____ Ph. 4 ____

Resource Person availability _____ Guest Speaker availability _____

Luncheon facilities _____ Dress code _____

Bathroom facilities _____ Special conditions (i.e., building restrictions) _____

Description of work area(s) _____

VOCABULARY

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

TOOLS/EQUIPMENT USED

_____

_____

_____

_____

_____

PHASE 1 FIELD TRIP DESCRIPTION

_____

_____

_____

1. Name _____

2. Job title _____

3. Tasks performed _____

_____

4. Job skills in which students can participate:

Phase 2 _____

Phase 3 _____

Phase 4 _____

---

1. Name _____

2. Job title _____

3. Tasks performed _____

_____

4. Job skills in which students can participate:

Phase 2 _____

Phase 3 _____

Phase 4 _____

---

1. Name _____

2. Job title _____

3. Tasks performed _____

_____

4. Job skills in which students can participate:

Phase 2 _____

Phase 3 _____

Phase 4 _____

---

1. Name _____

2. Job title _____

3. Tasks performed _____

_____

4. Job skills in which students can participate:

Phase 2 _____

Phase 3 _____

Phase 4 _____

---

1. Name _____

2. Job title _____

3. Tasks performed _____

_____

4. Job skills in which students can participate:

Phase 2 _____

Phase 3 _____

Phase 4 _____

JOB REQUIREMENTS CHECKLIST

Please check (✓) the following skills or environment characteristics that relate to your job position.

Please make any comments which would help clarify the checked item(s).

ACADEMIC	COMMENTS
____ Recognize numbers	
____ Count	
____ Add	
____ Subtract	
____ Multiply	
____ Divide	
____ Measurement:	
____ Time	
____ Linear	
____ Volume	
____ Weight	
____ Money	
____ Reading	
____ Writing	
____ Following directions	
____ Using telephone	
____ Other	

PHYSICAL	COMMENTS
____ Lift	
____ Carry	
____ Push	
____ Pull	
____ Walk	
____ Run	
____ Climb	
____ Balance	
____ Stoop	
____ Kneel	
____ Crawl	
____ Reach	

PHYSICAL (continued)	COMMENTS
____ Handle	
____ Finger	
____ Hand Tool(s)	
____ Use Machines	
____ Sort	
____ Fold	
____ Stand	
____ Sit	
____ Run	
____ Talk	
____ Hear	
____ See	
____ Recognize colors	
____ Recognize shapes	
____ Hot	
____ Cold	
____ Inside	
____ Outside	
____ Dusty	
____ Noisy	
____ Quiet	
____ Fumes	
____ Dimly lit	
____ Brightly lit	

SOCIAL/EMOTIONAL	COMMENTS
____ Working in group	
____ Working alone	
____ Taking orders	
____ Tension/pressure (i.e., deadlines)	

ADDITIONAL COMMENTS:

APPENDIX D

REPLICATION FORMS

COMPONENT ANALYSIS WORKSHEET

COMPONENT: Phase I: Career Awareness

DEFINING ELEMENTS	ADOPT	ADAPT	IMPACT INFORMATION	MINIMUM RESOURCES NECESSARY
I. Community Based Experiences a. field trips to community sites b. guest speaker presentations II. Learning Experiences a. students identify career related abilities, capabilities, needs, interests, and habits b. students demonstrate an awareness of a variety of occupations c. students develop beginning job acquisition, maintenance, and termination skills			1. As of 2/81 ninety-eight (98) students have participated in Phase I. 2. As of 2/81 there have been several guest speakers and sixty-eight (68) field trips involving 76 different sites covering 15 USOE occupational clusters. 3. Student response to questionnaires indicate students are acquiring information on: a. site preferences b. what aspects of the sites student wants to learn more about c. types of jobs seen on-site d. employee duties e. special conditions which make each site unique 4. Interviews with students indicate on going career decision making such as choosing possible sites and jobs for shadowing experiences the following year.	Staff: 10 month Special Education teacher (termed Learning Coordinator) Phase 1 or Phase 1/2 Facilities: Special Education classrooms Materials: Community Site Analysis and Resource Development Project CAST Objective Guides Career Development Commercial Materials Other: Costs Transportation - FY 81-82 $53.20 per pupil Cost for 8 field trips

COMPONENT ANALYSIS WORKSHEET

COMPONENT: PHASE II - Career Exploration

DEFINING ELEMENTS	ADOPT	ADAPT	IMPACT INFORMATION	MINIMUM RESOURCES NECESSARY
I. Community Based Experiences: A. Shadowing Experiences:- Students select occupations of interest and are given the opportunity to "shadow" workers performing their tasks for a few hours at the work site. B. Guest Speakers II. Learning Experiences A. Students compare occupations or occupational groups in terms of individual needs, preferences and capabilities. B. Students demonstrate an understanding of the various contributions and requirements of specific occupations. C. Students develop job acquisition, maintenance and termination skills.			1. As of 2/81 eighty-five students have participated in Phase II. 2. As of 2/81 there have been 124 'shadow experiences' at 55 different sites. 3. Both Phase I and Phase II students were involved in all guest speaker activities. 4. Student response to questionnaires indicate students are acquiring information on: a. Job preferences b. What aspects of the jobs the student wanted to learn more about. c. Identifying likes/dislikes about specfic jobs. d. Noting special conditions which make each job unique. e. Identifying academic skills which are needed to do the job Interview with students indicate further development in career decision making skills as students survey	Staff: (10 mon.) Special Education Teachers termed Phase I/II or Phase II Learning Coordinator. Facilities: S.E. classroom and community. Materials: Community site analysis and resource development. Project CAST Objective Guide Career Development Commercial materials. Other: Transportation Costs: FY 81-82 $41.80 per pupil cost for 7 shadowing experiences

COMPONENT ANALYSIS WORKSHEET

COMPONENT: PHASE III: Career Investigation

DEFINING ELEMENTS	ADOPT	ADAPT	EVIDENCE OF EFFECT	MINIMUM RESOURCES NECESSARY
I. Community Based Experiences: Job Samplings - students select jobs to "try out". Four four week job sampling periods are offered. Students research various occupations, select preferred learning sites and then are placed with a community worker (Resource Person) for up to 4 days pr/wk on a non salaried basis. Students are encouraged to sample different occupations during the year. Teachers monitor student progress and provide school-based instruction in job enabling and independent living skills. II. Learning Experiences: A. Students select occupations which meet personal priority concerns. B. Students demonstrate an understanding of the characteristics of specific jobs. C. Students develop job acquisition, maintenance and termination skills			1: As of 2/81 there are 38 students experiencing the four job sampling periods, with a total of 118 site placements. 2: Students have displayed nominative gains in basic skills, were able to function at a more than adequate level on site (R.P. opinion). Demonstrated acquisition of occupational information and the capacity to make career decisions and demonstrated acquisition of life skills as measured by a standardized inventory. 3: Students have a positive attitude about their experiences in Project CAST. 4: 94% of the R.P.'s surveyed would recommend the program to other community sites. 5: R.P. student evaluation forms indicate high scores across all rating factors. 6: 70% of the students indicate they like going to school more than they did prior to Project CAST.	Staff: (10 mon.) Special Education Teachers termed Phase III or Phase III/IV Learning Coordinator. Facilities: S.E. classroom and community. Materials: Community Site Analysis and Resource Development Project CAST Objective Guides Career Development Commercial Materials Other: Transportation costs: $262.00 per pupil cost (4 sites, 4 weeks each, per year)

COMPONENT ANALYSIS WORKSHEET

COMPONENT: PHASE IV: On-the-Job Training/Workstudy

DEFINING ELEMENTS	ADOPT	ADAPT	EVIDENCE OF EFFECT	MINIMUM RESOURCES NECESSARY
I. Community Based Experiences: On-the-job Training/Work Study students choose an occupation and receive specific job training at the work site (6 mon - 1 yr). This is the only phase of the program in which a student can receive pay. The focus of this part of the program is student acquisition of specific salable job skills. II. Learning Experiences A. Students develop long range career plans. B. Students demonstrate an understanding of the tasks, benefits and career opportunities related to a specific job or occupation. C. Students develop job acquisition, maintenance and termination skills.			1. As of 2/81 there are 22 students in Phase IV at twelve (12) different experience sites. 2. Student response to questionnaires indicate students are exiting Project Cast with career plans which include: occupations he/she is prepared to enter, strategies to locate desired job, strategies for reaching career goals, specific occupations, horizontal and verticle career possibilities and steps to job advancing. 3. Student opinion 86% of the students felt they had acquired useful job skills. 4. Parent opinion surveys indicated 78% felt Project Cast was better for their child than previous school experience 5. 75% of the Resource Persons surveyed had increased awareness	Staff: (10 mon.) Special Education Teacher termed Phase IV or Phase III/IV Learning Coordinator Facilities: S.E. classroom and community Materials: Community site Analysis and Resource Development. Project Cast objective guide Career Development Materials Employer Incentive information Other: Transportation $262.00 pr/pupil cost pr/yr.

COMPONENT ANALYSIS WORKSHEET

COMPONENT: Life Skills Objective Guides

DEFINING ELEMENTS	ADOPT	ADAPT	EVIDENCE OF EFFECT	MINIMUM RESOURCES NECESSARY
I. Description: The Project Cast Unit Guides serve as a resource to special educators in the task of providing appropriate life skills/career development educational programming for students. The Unit Guides serve as a basis for Individual Educational Program (IEP) development and implementation and present a continuum of objectives which should be taught from grades nine through twelve. Most of the objectives represent minimal competencies essential for independent living. Five content areas addressed are: Career Development, Social Studies, Health/Science, Language Arts and Math. Each life skills unit includes performance objectives and functional vocabulary. Multimedia resource listings are provided for each content area. II. Learning Experiences A. Health/Science Students demonstrate an understanding of: hygiene practices; safety practices and first aid procedures; establishing good nutritional habits; signs of and interventions for common illnesses, following medical			1. Positive test data utilizing a standardized battery indicates undue improvement in the acquistion of life skills. The total score by our students on the test show area gain sufficient to surpass the reference group. 2. The objective guides are compatible with Project Basic curriculum, APL curriculum, the M. Dept. of Education Competencies (scope and Sequence) in L.A. Math, Reading & Career Development. Current adaption sites: 3	Staff: Special Education Practitioners Facilities: Special Education Classroom Materials: Project CAST Objective Guides Career & Life Skills commercial instructional materials. If ordering in quantity Costs $13.45

COMPONENT ANALYSIS WORKSHEET

COMPONENT: Life Skills Objective Guides

DEFINING ELEMENTS	ADOPT	ADAPT	EVIDENCE OF EFFECT	MINIMUM RESOURCES NECESSARY
A. Health/Science (cont'd) instructions and utilizing medical facilities, and steps for seeking emergency assistance; relationships between drugs & health; basic child rearing practices; and basic principles of conservation. B. Language Arts Students demonstrate skills in: communication needs, thoughts and desires; reading to gain information; writing to communicate needs, thoughts and desires; using reference materials to locate information; using telephones and telephone books; in interpreting and locating information in newspapers; utilizing menus to order and pay at eating establishments. C. Math Students demonstrate an understanding of: the value of money and making change, various components of a paycheck; purposes advantages and construction of a budget; utilizing banking services, checking and savings accounts; loan and credit				

COMPONENT ANALYSIS WORKSHEET

COMPONENT: Life Skills Objective Guides

DEFINING ELEMENTS	ADOPT	ADAPT	EVIDENCE OF EFFECT	MINIMUM RESOURCES NECESSARY
C. Math (cont'd) procedures; comparative shopping techniques; computing and paying taxes; measuring time: linear, liquid and dry measurement concepts; temperature measurements; measurement devices for vehicle operation; reading & interpreting graphs and charts and determining clothing sizes. D. Social Studies Students demonstrate an understanding of our heritage; their rights and responsibilities; local, state and federal government functions; citizenship rights and responsibilies, community resources and services functional signs; map skills, national, state, county and local geographic locations; modes of transportation types of housing; home maintenance skills; maintaining goods and property and purchasing insurance. E. Career Development 1) Students demonstrate an awareness of the variety of occupation, contributions & requirements of specific occupation characterestics of specific				

COMPONENT ANALYSIS WORKSHEET

COMPONENT: Life Skills Objective Guides

DEFINING ELEMENTS	ADOPT	ADAPT	EVIDENCE OF EFFECT	MINIMUM RESOURCES NECESSARY
E. Career Development (cont'd) objectives and tasks, benefits and opportunities related to specific occupation and jobs. 2) Students identify career related abilities, capabilities, needs, interests and habits; compare occupations in terms of needs, preferences and capabilities; select occupations which meet personal priority concerns; and develop long range career plans. 3) Students develop job acquisition, maintenance and termination skills.				

STAFF

Program Coordinator - Phases I and II	Responsible for the implementation and refinement of program Phases I and II, including, planning and providing field trips and guest speakers, developing and refining program materials, generating and maintaining community support, providing technical assistance to school-based personnel, and participating in other program activities as needed.
Program Coordinator - Phases III and IV	Responsible for the implementation and refinement of program Phases III and IV, including: planning and providing student-site placements for Phases III and IV students, generating and maintaining community support, developing and refining program materials, providing technical assistance to school-based personnel, and participating in other program activities as needed.

SCHOOL SYSTEM PREASSESSMENT SHEET

DECISION POINTS FOR SELECTING PROJECT CAST
(adapted from the EBCE Decision Points form)

This worksheet assumes that you or your school system likes the idea of field experience education and is interested in Project CAST, an EBCE model adaptation. In order to make a decision to implement the Project CAST model one must really start with the specific information on the situation in one's own home school or school district. This is a feasibility guide sheet which will help you isolate and think about key factors in your own setting. The question is, "What is 'doable' in the educational unit for which you are considering Project CAST?" Listed below are key factors which need to be considered before selecting and later implementing our program.

The Decision Points below should be considered and notes and/or decisions can be noted in the column titled EXISTING RESOURCES. This is a guide to your situation as well as you can assess it. "Guesstimates" may be the best data available.

INSTRUCTIONS: Examine each of the decision factors and write notes on what you believe is the most workable likely application of resources and what/how school policy concerns can be met.

DECISION FACTORS	EXISTING RESOURCES AND CAPABILITIES AT MY SITE
1. For whom is the program component(s) targeted? (specify degree of handicapped services and population characteristics)	
a. special education	_____
b. vocational education for special needs population	_____
c. other	_____
2. What can you do in terms of awarding credit for experience:	
a. all academic credits can be awarded by the program	_____
b. split policy depending upon the student	_____
c. other (identify alternatives)	_____

PREASSESSMENT SHEET (continued)

3. How well do you think Project CAST will be accepted by each of the following?

   a. administration _____
   b. faculty _____
   c. community sites _____
   d. students _____
   e. parents _____

4. How much time are you willing to let students be placed in the field if adopting/adapting Phases III and IV?

   a. heavy (50-80% on-site) _____
   b. moderate (20-50% on-site) _____
   c. light (0-20% on-site) _____
   d. different options for different students _____

5. How many field trips/guest speakers would you consider per year?

   a. 1-4 _____
   b. 5-7 _____
   c. 7 or more _____

6. How many shadowing experiences would you consider per year?

   a. 1-4 _____
   b. 5-7 _____
   c. 7 or more _____

7. How could you handle student transportation?

   a. existing public school system buses _____
   b. private car/car pool _____
   c. private contracting _____
   d. other (indicate alternatives) _____

PREASSESSMENT SHEET (continued)

8. How many students will qualify and/or how many students would you like to have in Project CAST?
   a. start up/pilot - 20 _____
   b. operating program 20-50 _____
   c. more or less _____

9. What staffing arrangements are feasible? (consider minimum staffing requirement per components)
   a. source of staff
      1. full time staff _____
      2. part time staff _____
   b. number of separate staff positions
      1. separate roles _____
      2. combined responsibilities _____
   c. staff/student ratios
      1. 1 learning coordinator to 10 students _____
      2. 1 learning coordinator to 15 students _____
      3. 1 learning coordinator to 20 students _____
      4. 1 learning coordinator to 20 students and up _____

10. Facilities: where will you locate?
   a. layout of the program
      1. availability of learning center/study area _____
      2. special education classrooms _____
      3. shared existing space _____
      4. other (identify) _____

b. geographic location

1. district center - system wide _____
2. school building based _____
3. other _____

c. types of facilities

1. phone _____
2. filing _____
3. other _____

FEASIBILITY FACTOR SHEET

NAME _____ ORGANIZATION _____

I. Need Statement

A. Define specific behavior you propose to affect: _____

B. Identify what currently exists to meet this need: _____

C. Describe any gap between existing and desired services: _____

D. Identify what needs to be done to minimize the above discrepancy (utilize all local resources available to you).	E. Match Project CAST components which may assist in eliminating any discrepancies (D).	F. Identify possible constraints in the adoption/adaption of components listed (Can-Do Box)	G. Identify benefits of any component for adoption/adaption.

FEASIBILITY FACTOR SHEET (continued)

II. Summary Statement (Intent)

III. Action Planning to Implement

72

STATEMENT OF INTENT

This document is to provide a clear statement of intent between Project CAST and _____ (interested agency). Statements contained in this document should clarify expectations for both parties and set the stage for future agreements.

I. GENERAL STATEMENT OF INTEREST
As an agency committed to the implementation of quality education programs for handicapped children and their families, _____ (interested agency) has received information from Project CAST regarding the effectiveness, feasibility, and appropriateness of specific project components. Specifically, this agency is interested in obtaining specific training and technical assistance in the following: (list components for adaption/adoption).

_____ _____

_____ _____

_____ _____

II.A. STATEMENT OF INITIAL TRAINING (AWARENESS)
As a model project representing best practices in the field of exceptional child education, the staff of Project CAST commit to the following training or awareness activities:

1) 1 day Regional Workshop - Awareness Session
2) Project CAST overview and workshop packets
3) 2 day Demonstration Site Training Seminar for Practitioners
4) Training Packets
5) Project materials (start-up copies)
6) 2 Technical Assistance Activities: on-site consultation, other (based on agreement)

These activities are to be completed by: July 1, 1981.

II.B. TRAINING SPECIFICATIONS
The following activities and responsibilities will be completed by the staff of Project CAST and the staff of the _____ (interested agency) in efforts to gather necessary awareness information.

Amount of Training: 1 day Regional Workshop
2 day Training Session
Place of Training: Frederick Co. and Anne Arundel Co. Charles County

Cost of Training: no-cost contract Cost assumed by: Project CAST

Person(s) to be Trained: (identify practitioners and position)

_____

_____

III. ADOPTION/ADAPTION CRITERIA.
To assist _____ in deciding whether it will adopt or adapt
(agency)
practices of the model project, adoption/adapation criteria are specified in detail on the attached page.

IV. Signatures of intent

_____ _____

Representative, Model Project Date Representative, Agency Date

90

Attachment/III: ADOPTION/ADAPTION CRITERIA

The following criteria must be adhered to if an interested agency is to adopt or adapt portions of Project CAST.

1. Participarts must be volunteers, not assigned to participate in project activities.

2. Participants of training events must be provided release time from ordinary duties on at least 3 occassions (not to exceed 5). (2 day training sessions on technical assistance).

3. Agency/district personnel must identify a) a support system for teachers/parents participating in innovative practices; b) must provide specified follow-up and c) provide adequate monitoring of classroom/program activities during the 1st months of adoption/ adaptation.

4. Adopting agency must complete Model Project/Adoption Site Agreement Form.

MODEL PROJECT/ADOPTION SITE AGREEMENT

I. The purpose of this document is to state clearly the responsibilities of Project CAST and _____ regarding specific adoption of the
(adopting agency)
following project components:

_____ _____

_____ _____

_____

II. GOAL STATEMENT and WORK SPECIFICATIONS

State briefly, but precisely, the desired goal to be achieved for each adopted project component. Following a goal statement, complete the work specifications or responsibilities to be completed.

A. GOAL STATEMENT #1: (Describe how Project CAST will be utilized)_____

_____

_____

A.1. In effort to achieve the above goal, the staff of Project CAST commit to the following activities and resources:

Activities and Resources	By (date)	Staff
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

A.2. The staff of _____ commit to the following activities and resources:
adopting agency

Activities and Resources	By (date)	Staff
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

(Additional goal statements and commitments on attached pages).

III. Failure by either party to meet specified responsibilities may result in withdrawal by the alternate agency, following attempted negotiations.

IV. _____ _____
Representative, Project CAST/Date Representative, Adopting Agency/Date

92

APPENDIX E

FINAL EVALUATION - THIRD YEAR

FINAL EVALUATION REPORT FOR THE CHARLES COUNTY BOARD OF EDUCATION PROJECT CAST 1980 - 1981

Submitted by

Phil Welsh Associates
4555 King Edward Court
Annandale, Virginia 22003

Table of Contents

Section I - Introduction 1

Section II - Phase I and II Outcomes 4

Section III - Phase III and IV Outcomes 9

Section IV - Community Outcomes 17

Section V - Impact Assessment 20

Section VI - Process Objectives 22

APPENDICES

Appendix A

Phase I/II Community Person Questionnaire

Appendix B

Phase III Resource Person Questionnaire

Appendix C

Phase IV Resource Person Questionnaire

Appendix D

Parent Questionnaire

Appendix E

Phase I - IV Student Surveys

SECTION I. INTRODUCTION

The evaluation for the third, federally-funded year of Project CAST must address certain issues in a summative manner which heretofore have only been dealt with formatively. During the first two years the bulk of Project effort must be considered as having been primarily developmental. Understandably, it took this amount of time to get all four phases totally operational. However, with the institutionalization of the program being imminent, there are evaluation questions relating to impact and institutional perceptions which must be addressed.

Of course, the outcome evaluations (for both students and the community) and the process evaluations which were conducted for each of the first two years must also be accomplished for the 1980-1981 school year. The design will be adjusted to provide increased student impact data for the Career Awareness and Exploration program phases. (As these program phases have had sufficient operational time to offer usable student impact data.) The strategies to be used for process evaluation are the same that were used in previous years. The reader is referred to Phil Welsh Associates Evaluation Design Report for this year and Final Evaluation Reports for the previous two years. These documents will provide detailed information regarding these strategies.

An attempt was made this year to pay special attention to the impact of levels of program implementation on student attitudes and activities. This issue will be addressed in more detail later in this report. A second evaluation issue addressed this year relates to the perceptions that non-program administrators have of Project CAST. Of particular interest was the attitudes and perceptions of school principals and their key administrative staff. This information is important because, as of next year, even more responsibility for day-to-day program operation fall to the two Project CAST Program Coordinators, the Supervisor of Special Education, and building administrators. Successful institutionalization will depend, to a great extent, on these line administrators.

Student Outcomes

There are six major questions related to student outcomes which are considered critical in assessing the effectiveness of Project CAST. They are:

1. How well do handicapped students deal with Project CAST activities (e.g., at experience sites, in the classroom)?

2. Do students acquire specific knowledge and opinions/ attitudes about their career goals as a function of Project CAST experiences?

3. Do student acquire life skills?

4. Was normative growth in basic skills (academics) maintained?

5. What were student attitudes/opinions regarding Project CAST and their participation in it?

6. Did Phase IV students acquire saleable skills?

Community Outcomes

In addition to student outcomes, a second major outcome area involves the impact the program has on the community. This evaluation focuses on two subgroups of the community: the experience site personnel (resource persons) and the parents. The opinions and attitudes of these groups regarding the operation of Project CAST and its value to the students are key issues. In order to determine these opinions and attitudes separate questionnaires have been developed and were administered to these groups in late spring 1981.

Impact Evaluation

As indicated earlier, this year's evaluation attempted to determine the effect that various levels of program implementation have on student attitudes and activities. Since this is the first full year in which all phases of the program have been operational, it is appropriate to examine this issue. It is particularly important to have this information prior to the first year of institutionalization. Administrators at both school and system levels can use these data to monitor project activities more effectively.

Levels of implementation were defined in terms of teacher involvement. Two measures of this variable were obtained. The first related to teacher (or LC) participation in staff development activities. Teachers were categorized in terms of the extent to which they attended pre-service and in-service training workshops and seminars. The second measure related to the level of effort put forth by teachers and LCs in implementing the procedures, rules, and activities prescribed by the Project Director and her staff. Once again, an attempt was made to categorize teachers in terms of level of effort.

The primary dependent variable for this aspect of the evaluation was the student attitudes. The attitudinal measures were obtained from survey instruments. Since a scaled score is not obtained from these instruments, the plan was to analyze the items separately in relation to the implementation categories discussed above. The results of these efforts will be discussed later in this report.

Administrator Perceptions

For reasons discussed earlier, an effort was made to survey key administrators. This included school principals and other key school administrators considered important to Project success, as well as, selected system administrators. In addition to acquiring their attitudes and opinions regarding Project CAST, their recommendations were solicited.

This report is organized into five ensuing sections. Section II deals with Phase I and Phase II outcomes. Section III deals with Phase III and Phase IV outcomes. Section IV deals with community outcomes. Section V will discuss the impact evaluation and the administrator's perceptions. Finally, Section VI will address process objectives (e.g., products, dissemination, reflection).

SECTION II. PHASE I AND PHASE II OUTCOMES

A. Activities - Phase I

During the 1979-1980 school year, Phase I did not become operational until the second semester, the first semester having been devoted to planning and developmental activities. In contrast, Phase I was operational at the beginning of the 1980-1981 school year. This reflects the efforts of the Phase I Coordinator with regard to the identification, analysis, and recruitment of field trip sites and guest speakers.

As of the date of this report, ninety-eight (98) students have participated in Phase I. These students have been on eighty-three (83) field trips involving over eighty (80) different experience sites.

Students from the four high schools had an average of 11.2 field trips (with a modal value of 10 and a median of 12.5 field trips). The figures for the Gwynn Center are lower (i.e., mean = 7.5, median = 5). A total of 903 student trips were accomplished.

At mid-year, the Project staff made specific efforts to increase the number of sites per field trip being visited by Gwynn students. These students had been visiting only one site per field trip rather than the three generally visited by other students. An agreement was reached in March with the Gwynn staff to increase this number to two sites per field trip. The field trip sites used in Phase I covered the 15 USOE Occupational Clusters.

In addition to the field trips, ten (10) guest speakers made presentations at the four high schools. It should be noted that both Phase I and Phase II students were involved in the guest speaker activities.

Phase II

As was the case with Phase I, the 1979-1980 school year for Phase II was largely a year for planning and developmental activities. The 1980-1981 school year was quite a different story. Phase II was operational from the outset.

Eighty-five (85) students participated in Phase II. These students engaged in 250 "shadow experiences" in over 60 different experience sites. The distribution of shadow experiences by school system is shown below:

Lackey High School	60
McDonough High School	65
La Plata High School	37
Gwynn Educational Center	74
Thomas Stone High School	14

It is apparent from these data that student involvement in Phase II activities varied considerably across the schools.

B. Outcomes - Phase I

1. Basic Skills

In order to assess growth, the Woodcock-Johnson Psycho-Educational Battery was administered on a pretest-posttest basis. Data was available on 69 Phase I students. The results are shown below.

Reading	Mean	Median
Pretest	3.1	3.2
Posttest	3.6	3.7
Math		
Pretest	3.9	3.7
Posttest	4.3	4.3
Written Language		
Pretest	3.3	2.3
Posttest	3.7	3.1

A review of these findings show that Phase I students achieved gains in all areas. On all tests a majority of students (ranging from 53 percent to 61 percent) showed gains of at least five months. These data indicate that growth, while not completely normative for all subtests, showed gains that might be considered appropriate for this population.

2. Life Skills

Parts of the Social and Prevocational Information Battery (SPIB) were administered to students on a pretest-posttest basis. The data from the four high schools were analyzed and the results shown below in conjunction with reference group data provided by the published data were available on 58 students.

Test	Charles County - Phase I Pre-Mean	Post-Mean	Reference Group Mean
Purchasing	22.6	22.8	27.5
Budgeting	21.9	22.1	24.3
Banking	18.8	18.8	22.2
Home Maintenance	21.0	21.3	24.5
Health Care	21.3	21.7	23.0
Hygiene	19.9	20.1	20.5
Functional Signs	18.6	18.7	20.6
Total	143.8	145.2	162.6

These data show the Phase I students below the reference group in all areas. However, Phase I students showed gains in all areas but one. In summary, it would appear that Phase I students showed slight improvement in Life Skills.

3. Student Opinions/Attitudes

A survey instrument was developed for Phase I students, part of which tapped student perceptions about the program and themselves. A copy of that instrument and the response frequencies is provided in the appendix to this report. A total of 66 student opinion/attitude scales were analyzed. With the exception of one item, the students reflect positive attitudes toward the program. In addition, their self-perception regarding measured job knowledge is extremely positive. In contrast to students in more advanced phases, Phase I students do not report a greater enjoyment with school as a whole. This is understandable since their exposure to CAST activities tends to be less than students in other phases.

C. Outcomes - Phase II

1. Basic Skills

The Woodcock-Johnson was administered on a pretest-posttest basis. Data on 45 Phase II students were available for analysis. The results are shown below.

Reading	Mean	Median
Pretest	3.5	3.7
Posttest	4.0	4.3
Math		
Pretest	4.1	4.0
Posttest	4.5	4.7
Written Language		
Pretest	3.4	3.2
Posttest	3.6	3.6

The data show that students made gains in all areas with greatest gains in reading and math. On all tests a majority of students had gains of at least four months. Using median data (which are less affected by extreme scores) it can be seen that close to normative gain (7 months) was achieved in math and a 6-month gain was achieved in reading. These data indicate that the progress in basic skills, while not normative, was substantial for the population.

2. Life Skills

Parts of the SPIB were administered to students on a pretest-posttest basis. Data is presented below on 40 Phase II students from the four high schools in conjunction with reference group data.

	Charles County - Phase I		Reference Group
Test	Pre-Mean	Post-Mean	Mean
Purchasing	25.9	26.2	27.5
Budgeting	23.5	23.9	24.3
Banking	22.1	22.3	22.2
Home Management	23.7	24.1	24.5
Health Care	21.9	22.3	23.0
Hygiene	20.1	20.3	20.5
Functional Signs	19.4	20.1	20.6
Total	156.1	158.9	162.6

These data show that all Phase II pretest scores were below the reference group. Although Phase II students showed gains in all areas, in only one area did they

exceed the reference group (Banking). In summary, the data indicates that Phase II students showed improvement in the acquisition of life skills.

3. Student Opinions/Attitudes

A copy of the survey instrument used to obtain student opinion/attitude data is provided in the Appendix along with the response frequencies for the various items. Fifty-nine (59) useable instruments were analyzed. Seventy (70) percent of the students rated CAST as being better than previous school experiences, while only nine (9) percent rated it as being worse. The following is a summary of the analysis:

73% liked going to school
83% felt they knew more about the work world
86% started learning about selves
90% learned how to work with people
83% learned the kinds of jobs they like
58% learned the kinds of jobs they dislike
73% related school work with jobs
68% worked closer with their teachers
69% talked more with parents about jobs
83% felt better about themselves
81% felt the program was worthwhile

These data clearly indicate that student perceptions about themselves, the program, and their knowledge of jobs increased.

SECTION III. PHASE III AND PHASE IV OUTCOMES

A. Activities - Phase III

The number of students placed on experience sites during each placement is shown below:

First Placement	39
Second Placement	41
Third Placement	38
Fourth Placement	37

The variation in numbers from placement period to placement period is due, in part, to the movement of certain students between Phase III and Phase IV activities. The open entry/exit characteristic of Project CAST, particularly at these two phases, allows for this. There have been a total of 155 experience site placements to date.

Phase III students have been involved with seventy (70) different experience sites. Twenty-five sites have had multiple placements. The remaining sites have been used only once.

B. Activities - Phase IV

During the course of the year, the number of Phase IV students has varied between 16 and 22. This variation is expected and is a result of student movement between Phases III and IV. This issue was addressed earlier (see Phase III Activities). For practical purposes, this variation is quite small and suggests that, for the most, appropriate Phase IV sites were selected by the students. A more detailed account of student site consistency in Phase IV is shown below:

- 20 students have remained at the first site selected
- 2 students have had more than one Phase IV site
- 2 students have changed from Phase IV status to Phase III status

C. Outcomes - Phase III

This section deals with the evaluation of Phase III. Four major questions related to student outcomes are considered important in assessing Phase III.

1. Was normature growth in basic skills maintained?

2. How well do students deal with activities at experience sites?

3. What were student attitudes/opinions regarding Project CAST?

4. Do students acquire life skills?

1. Basic Skills

In order to assess normature growth in basic skills, the Woodcock-Johnson Psycho-Educational Battery (WJPB) was used. On the WJPB cluster scores were obtained on a pretest-posttest basis on mathematics, reading, and written language.

Pretest-posttest data was available on 29 Phase III students. The results are shown below in terms of grade levels.

Reading	Mean	Median
Pretest	3.9	3.5
Posttest	4.5	4.2
Math		
Pretest	4.3	4.1
Posttest	4.9	4.9
Written Language		
Pretest	3.4	3.1
Posttest	3.9	3.5

A review of these findings shows that Phase III students achieved gains in all these areas with the greatest gains being achieved in math and the smallest in written language. This data indicates that, with the exception of written language, the Phase III students approached normature growth (8 months in math and 7 months in reading). Only four months growth (using the median) was achieved in written language. Considering the overall low level of pretest scores, gains of this magnitude for a population of this age must be considered as satisfactory.

2. Student Site Performance

The basic question being asked here is concerned with the nature of student performance on site. Several measures and information sources were used to answer

this question. Evaluation forms, relating to student characteristics, were filled out at the beginning of the placement and at the end of the placement. These forms were completed by the RP, the teacher, and the student. These tripartite evaluations were reviewed, revealing the following:

1. RPs rated the students quite high across all rating factors.

2. In 83% of the cases the RPs' ratings were higher than the student self-ratings.

3. In 87% of the cases the teachers' ratings were higher than the student self-ratingss.

This indicates that students, in general, were able to function at a very acceptable level on site. It also suggests that the students were critical of their own behavior indicating an awareness of characteristics needed to function at a job.

In addition to these evaluation forms, the RPs completed opinion/attitude survey instruments. Their responses to items in that instrument indicated their overall satisfaction with the students. The results of that survey will be reported in greater detail later in this section.

A small sample of interviews were conducted at four of the schools by the evaluator. One purpose of these interviews was to obtain student reaction to their site experiences. The students were able to describe what they did at experience sites. They were also able to express their feelings about activities at the sites and to describe what was required of them. The students felt that they were able to cope with the experience site environments. In those cases where dissatisfaction was expressed (either by RP or student), the student was able to discuss his/her perceptions underlying the dissatisfaction.

The conclusion drawn from these data is that students were, to a great extent, able to deal with experience site activities to the satistaction of all parties involved.

3. Student Opinions/Attitudes

In order to assess the extent to which students acquired knowledge and opinions/attitudes about careers and their own career goals, the third party evaluator, in conjunction with project staff, developed a survey

instrument. A copy of this instrument is provided in the appendix along with item response frequencies. Eleven (11) useable instruments were obtained, representing approximately 29% of the Phase III students. The following is a summary of the analysis of responses:

- 73% felt they knew more about the world of work than before their involvement in Project CAST
- 73% felt that they started to acquire useful job skills
- 91% felt that they learned about working with other people
- 91% felt they have a better chance of getting a job
- 82% reported talking more with their parents about careers
- 91% felt they had a better idea about what to do after graduation
- 91% liked going to school more than prior to CAST
- 82% were able to get the experience aides they wanted
- 73% felt they worked closer with their teachers than before
- 100% felt better about themselves
- 91% felt the program was worthwhile
- 91% said the RPs were interested in them
- 91% said the CAST experience was better than previous school experiences

These data would indicate that the students had positive attitudes both toward the programs and themselves. In addition, they felt that they had acquired useful knowledge and skills regarding jobs and the world of work.

4. Life Skills

Parts of the Social and Prevocational Information Battery (SPIB) were administered to students on a pretest-posttest basis. Seven tests of the SPIB

were scored. The data from the four high schools were analyzed. The results are presented below in conjunction with reference group data provided by the publishers.

	Four Charles County High Schools		Reference Group
Test	Pretest Mean	Posttest Mean	Mean
Purchasing	26.1	26.4	27.5
Budgeting	24.1	24.4	24.3
Banking	22.8	23.7	22.2
Home Management	23.9	24.8	24.5
Health Care	22.9	23.9	23.0
Hygiene	20.7	21.3	20.5
Functional Signs	19.8	20.8	20.6
Total	160.1	165.0	162.6

These data show that Phase III pretest scores were above the reference group on two factors (Banking and Hygiene). The posttest data showed gains in all areas. In six of the seven tests, Phase III students exceeded the reference group. The total score of Phase III students showed a mean gain sufficient to exceed the reference group. In summary, these data indicate that Phase III students showed improvement in the acquisition of life skills.

D. Outcomes - Phase IV

This section deals with the evaluation of Phase IV. Five questions related to student outcomes are considered important in assessing Phase IV.

1. Was normative growth in basic skills maintained?
2. How well do students deal with activities at the training site?
3. What were student attitudes/opinions regarding the program?
4. Did the students acquire saleable skills?
5. Do students acquire life skills?

1. Basic Skills

The Woodcock-Johnson Psycho-Educational Battery was administered on a pretest-posttest basis. Cluster scores were obtained in reading, mathematics, and written language. Data was available on 17 students. The results are shown below.

Reading	Mean	Median
Pretest	3.6	3.4
Posttest	4.1	4.0
Math		
Pretest	4.6	4.2
Posttest	5.1	4.9
Written Language		
Pretest	3.5	3.2
Posttest	4.0	3.7

A review of these findings shows that Phase IV students achieved gains in all areas with the greatest gain being achieved in mathematics (7 months). The data indicate that (using median values) growth, though not at normative levels, must be considered as satisfactory considering the age of the students and the low level pretest values.

2. Student Site Performance

The best measure that can be used to determine the on-site performance of a Phase IV student is the judgment of the resource person (RP). When students were rated on eight work habit dimensions by RPs, 43 percent of the ratings were "excellent" and 54 percent of the ratings were "good." Only 3 percent of the ratings were "poor." These data were obtained from the Phase IV Resource Person Survey, a copy of which is in the appendix. This survey will be discussed in greater detail later in this report. It must be concluded that students were able to perform satisfactorily at the sites.

3. Student Attitudes/Opinions

A survey instrument similar to the one described earlier in this section (see Phase III Outcomes) was developed for Phase IV students. A copy of this instrument is provided in the appendix along with item response frequencies. Nine useable instruments

were retained, representing approximately 40 percent of the students. The following is a summary of the results.

- 89% liked going to school more than before
- 89% felt they knew more about the world of work
- 78% felt they learned how to work with people
- 89% felt they acquired useful skills
- 67% worked closer with their teacher
- 89% talked more with their parents about jobs
- 100% had a better idea about what to do when they graduate
- 100% felt better about themselves
- 100% felt the program was worthwhile
- 67% felt that CAST experiences were better than previous school experiences (no one thought it was worse)

These data indicate that students had positive attitudes both toward the program and themselves. In addition, they felt that they had acquired knowledge and skills regarding work and their role in the world of work.

4. Acquisition of Saleable Skills

Once more the best judge of skill acquisition is the RP. Seven RPs responded to the survey cited above (see Student Site Performance). Three indicated that, if it were possible, they would not hesitate to hire their Phase IV student. Two indicated that they would offer the job after more training. Two RPs did not answer that question. All seven said that the student had the ability to function successfully in the occupation. In response to another question, two (2) said that the students were immediately employable; three (3) said a "little more" training was needed; one (1) said that "much more" training was needed.

It must be concluded that Phase IV students, on the whole, were successful in acquiring saleable skills.

5. Life Skills

The SPIB was administered to Phase IV students in the same manner as reported for Phase III students. The results are shown below.

	Charles County High Schools		Reference Group
Test	Pretest Mean	Posttest Mean	Mean
Purchasing	26.7	28.1	27.5
Budgeting	25.9	26.3	24.3
Banking	24.7	24.9	22.2
Home Management	24.3	25.1	24.5
Health Care	23.4	23.7	23.0
Hygiene	21.3	21.8	20.5
Functional Signs	20.4	21.0	20.6
Total	165.2	167.3	162.6

These data show that Phase IV pretest scores were above the reference group in four areas. The post-test gains of Phase IV students were such that they exceeded the reference group in all areas. These data show that Phase IV students improved in the acquisition of life skills.

SECTION IV. COMMUNITY OUTCOMES

This evaluation focuses on four subgroups in the community: (1) the parents; (2) the Phase III RPs; (3) the Phase IV RPs; and (4) the community people who served Phases I and II. Separate instruments were developed to survey the attitudes and opinions of these groups. The results are shown below.

A. Parent Survey

A copy of the survey instrument used has been appended to this report. Thirty-one (31) instruments were returned. The response frequencies for each item are shown on the copy in the appendix. The results of the analysis are summarized below.

- 87% said Project CAST was a better experience for their child than previous school experiences
- 94% would do it again
- 71% said that their children liked CAST much better than previous experiences (11% said "a little more")
- 52% only felt they received enough information about their child's progress
- 74% said that their children received "much more" information about occupations than previously
- 52% said that Project CAST helped their child "a lot" in forming career goals (32% said it helped "somewhat")
- 58% said that their children were "much more" motivated to learn--30% said the children were "somewhat more" motivated to learn

These data clearly indicate that the parents have very positive attitudes and opinions regarding Project CAST. The only negative outcome of the survey relates to feedback to the parents. The parents want more information regarding their child's progress.

B. Resource Person Survey - Phase III

A copy of the survey instrument used has been appended to this report. Ten (10) RPs responded. The response frequencies for the various items are provided on the appended copy. The results of the analysis are summarized below.

- 100% would recommend the program to other community sites
- 40% said that they and their employees increased their awareness regarding handicapped youths
- 70% reported that their employees had positive reactions to the students--no negative reactions were reported
- 90% plan to participate next year
- 40% were negative in terms of receiving feedback on their effectiveness
- 100% felt that they received enough information about the students from the Project staff

In summary, the RPs generally were positive about the program and their participation in it.

C. Resource Person Survey - Phase IV

A copy of the survey instrument has been appended to this report along with the response frequencies. Seven (7) surveys were returned. A summary of the results follows:

- all seven would recommend the program to others
- six intend to participate next year (one is uncertain)
- three RPs received an adequate feedback on their effectiveness
- five felt they were provided with sufficient information on the student

The RP's perceptions of student site performance and skill acquisition were described earlier (see Section III). It must be concluded from these data that the RPs have a positive attitude toward the program.

D. Community Person Survey

In order to assess community reaction to these two phases of Project CAST, a questionnaire was developed and distributed to those individuals who served as field trip hosts and guest speakers. A copy of that instrument (Community Person Questionnaire) is provided in the appendix along with response

frequencies to the various items. The discussion below will address the major findings of that survey. Twenty-three (23) of the questionnaires returned were useable.

In general, the Community Persons (CP) viewed the program (Phases I and II) favorably. Ninety-one percent said they would recommend it to others and 70 percent said they planned to continue participating. They did express some negative reactions in terms of the adequacy of feedback regarding the effectiveness of their work. On the whole, however, these community people expressed positive attitudes and opinions about Phase I and Phase II of the Project CAST.

E. Conclusion

Community opinion and attitudes regarding Project CAST are quite favorable. In order to maintain such community perceptions, the staff and the teachers must improve both the quality and quantity of information provided parents and RPs.

SECTION V. IMPACT ASSESSMENT

This section will address two issues cited in the introduction. One deals with impact of various levels of program implementations and the other deals with administrator perceptions.

A. Impact Assessment

An attempt was made to measure impact in terms of the effects of levels of implementation on student perceptions. Levels of implementation were defined in terms of teacher involvement in staff development activities and teacher (LC) level of effort in implementing programmatic procedures, rules, and activities. Instruments were developed to acquire such independent variable data. Copies of these instruments are appended. From the data collected on these instruments, categorizations of teacher activity were to be made.

Although there was some difficulty with the second instrument (i.e., implementation of procedures, rules, etc.), it was possible to come up with two "rough" categories (based on the information and ratings provided by Project staff) for each instrument. However, as will be discussed below, it was not possible to apply these categories.

The reason for this inability to relate the independent variable data with dependent variable data rests in the lack of discriminatory power of the dependent variable (i.e., student perceptions). That is, the pattern of responses which students generated in the survey instruments (see Sections II and III) did not differ significantly from subgroup to subgroup (i.e., teacher to teacher). This was true of all phases. As a matter of fact, there was only one item on one survey (Phase I) that even suggested a differentiation of responses. That item was the first item (i.e., like going to school more). But even in this case, the discrimination was not clear. Further, this item must be considered one of the more "nonsubstantive" items.

Therefore, it will not be possible to draw any conclusions regarding the impact of implementation. If such information is desired in the future, a different dependent variable measure must be developed. Also, it would be useful to develop a new instrument to measure implementation.

B. Administrator Perceptions

In order to obtain administrator perceptions and inputs, interviews with administrators at all five (5) schools were conducted. In three (3) instances the principal was interviewed and in the other two cases his representative was interviewed.

All five people interviewed expressed positive attitudes and opinions regarding Project CAST. They pointed out that the teacher involved had acquired or improved specific skills (e.g., dealing with community, time management). The influence of CAST on other faculty seemed to be a variable event. In the cases where there was no positive influence, the interviewee attributed it to lack of attempts at communication on the part of the CAST teacher.

The interviewees felt that most of the students involved benefited from the program, particularly from the standpoint of increased maturity ("they acted more responsibly"). The administrator at the school with the most handicapped students indicated that the expectations of the staff had changed regarding the capabilities of the students. There was a realization that these students could be productive.

Certain specific questions (recommendations) came up during the course of the interviews. One suggestion related to extending the program during the school year. This person felt that it should not stop on May 15 (particularly for Phases III and IV). It was also suggested for Phases III and IV that the in-house day should not be Wednesday because this breaks up continuity. It was also suggested that the Project CAST have more direct contact with other career education activities in the schools.

Although these interviews were not intended to (and did not) get down to specific cases, it was clear to the evaluator that the administrator viewed Project CAST favorably. This is important in light of the program's institutionalization.

SECTION VI. PROCESS OBJECTIVES

A. Dissemination

During the course of the year, Project CAST staff has engaged in a variety of dissemination activities. These activities involve: (1) products, (2) presentations, (3) visits to Project CAST, and (4) requests for CAST information. Each of these categories will be discussed below.

1. Products

The products described below, some of which were under development last year, have been completed this year.

- A Sample Program Evaluation Plan

  This source book presents the evaluation techniques used to assess project impact.

- Project CAST Community Participation Guide

  The guide provides procedures for soliciting and gaining community involvement.

- Project CAST Consumable Forms Packet

  Samples of CAST instruments, SARD (Site Analysis and Resource Development), notices and forms specific to each program phase.

- Gaining Information for Educational Program Planning

  A Selection of Assessment Instruments. Assessment descriptions include: ordering information, target population, areas assessed, materials/time/group size, format, administration/scoring, and interpretation and use of information.

- Project CAST Life Skills Unit Guides

  Contains five content areas with 64 units of instruction. The content areas are: Career Development, Social Studies, Health/Science, Language Arts, and Math. Each life skills unit includes performance objectives and functional vocabulary. Multi-media resource listings are provided for each content area.

- Project CAST Procedural Handbook

  The handbook presents guides for program implementation. It addresses program philosophy, overview, goals and objectives, as well as, indepth descriptions and procedures on each of the major program components.

- Project CAST Slide-Tape Presentation

  A ten-minute slide-tape presentation giving a program overview, including Career Awareness, Career Exploration, Career Investigation, and On-The-Job Training/Work Study components of Project CAST.

- "Special Times" - Project Newsletter

  Descriptions of Project CAST products, teacher made and commercial, articles and highlights on current and upcoming program events, as well as, information on current career education trends.

2. Presentations

Project CAST staff made a number of staff, local, and state presentations this year. They also have attended two PDAS topical workshops at which information was exchanged with other projects. In addition, a variety of national presentations were made. The events are shown below:

External Activities

- Presentations in Anne Arundel, Montgomery, and Frederick Counties in Maryland, and Manassas County, Virginia

- Presentation at the National EBCE Conference in Kentucky (March)

- Presentation at the National CEC Conference in New York (April)

- Presentation at the MD State Department of Education (June)

- Presentation at the Maryland Professional Guidance Association Spring Conference (May)

- Information distribution at MSDE workshops (March and June)

Internal Activities

- Staff development meetings - to coordinate the Project CAST program at the school level

  Phase 1/2

  September 19, 1980 - December 2, 1980 - March 10, 1981 - June 2, 1981

  Phase 3/4

  September 19, 1980 - October 15, 1980 - December 11, 1980 - March 17, 1981 - May 12, 1981

- Inservice - August 6-7 and 10-12, 1981

  Product Outcomes - career portfolio, Project CAST Career Development Assessment Inventory Item Bank

- Three in-service workshops for all Special Education personnel in Charles County

- A presentation to a community/parent association

- Presentations to all Charles County Middle Schools

3. Visitations

Project CAST has hosted the following visits this year:

- Washington Hearing and Speech Society school

- A two-day visit (October 22 & 23, 1980) by representatives of the MD State Department of Education

- A one-day visit (February 12, 1981) by representatives of the Office of Special Education (i.e., the program funders), MSDE representatives were also present at this meeting.

- A two-day visit (March 9 & 23, 1981) by University of Maryland practicum students.

- A two-day visit from the St. Charles Parish, Louisiana School District (June 25 & 26, 1981).

- A five-day visit from Dr. Hilda Borko, a member of the Third Party Evaluation Team, PDAS, May 5 & 6 and June 10 - 12, 1981.

4. Requests for Information

Project CAST has received written requests for information from school systems and agencies in Maryland and in other states. Maryland requests have come from Baltimore, Anne Arundel, Cambridge, Great Mills, and Rockville. In addition, practitioners in 2 counties have requested CAST documents so that they can provide their administrators with appropriate information relating to the project.

Numerous requests for information have come from out-of-state. These requests have come from LEA's, schools, and state service agencies. The states from which requests have been received are: Utah, Ohio, New Hampshire, Florida, Connecticut, Montana, Massachusetts, Oregon, Louisiana, Missouri, Wisconsin, New York, Texas, North Carolina, Maine, West Virginia, South Dakota, Nebraska, California, Virginia, Iowa, Michigan, Colorado, Georgia, the District of Columbia, and Saskatchewan, Canada.

B. Replication

As of the date of this report, six (6) educational agencies have taken specific action to replicate Project CAST. These are:

- Washington Hearing and Speech Society
  Washington, D. C.
  secondary level multi-handicapped

- St. Charles Parish, Louisiana
  secondary special education program
  grades 10 - 12
  - intend to implement all four phases and the life skills curriculum

- Prince William County School System
  Manassas, Virginia
  Project WORC
  EMR programs
  grades 9 - 12
  - all four phases plus the life skills curriculum in five (5) high schools

- John Archer School - Special Center
  Harford County, Maryland
  secondary grades
  - all four phases plus the life skills curriculum

- Valley View Public Schools
  Romeoville, Illinois
  District 365-U
  EMH programs
  grades 10 - 12

- National Children's Center, Inc.
  Washington, D. C.
  secondary unit
  - life skills curriculum

In summary, the number of school districts that have taken action to replicate and the number still expressing interest is clear evidence of the impact that Project CAST has made.

APPENDIX A

Phase I/II Community Person Questionnaire

BOARD OF EDUCATION
OF CHARLES COUNTY
LA PLATA, MARYLAND 20646

TELEPHONE: 934-4071

L. STARKEY
SUPERINTENDENT

June 11, 1981

Dear Project CAST Community Resource Person,

We would like to know how you feel about the Project CAST Program. By filling out this survey and returning it to us, we will know what parts of the program should be changed or kept the same next year.

We have included an addressed envelope for the return of the survey. Please help us out and return it as soon as possible.

Thank you very much.

Sincerely,

Barbara J. Diep

Barbara J. Diep
Director, Project CAST

Virginia A. Evey

Virginia A. Evey
Program Coordinator
Phases I and II

BJD:VAE:clr
Enclosures

COMMUNITY PERSON QUESTIONNAIRE

This questionnaire gives you a chance to express your feelings about the Project CAST program. The questionnaire consists of a series of questions. There are no right or wrong answers. Your thoughts and feelings are the important things in this survey. The answers you give will help determine how well the program is doing. These answers will also help improve the program in future years.

Thank you for taking the time to fill out this questionnaire.

COMMUNITY PERSON QUESTIONNAIRE

Name _____

Title/Position _____

Name of Organization _____

1. How did you become involved with the Project CAST program? Check appropriate response(s).

   22 Cast personnel contacted me about the program

   ____ A student talked to me about the program

   ____ Another Community Person talked to me about the program

   ____ Company personnel talked to me about the program

   ____ Other (specify) _____

2. Did the Project CAST Program Coordinator provide you with enough information so that you could prepare adequately for field trips, shadowing experiences, and/or visits to the school(s)?

   21 yes 2 no

   If you answered no, what information would have been helpful?

   _____

   _____

   _____

3. Would you recommend to another person that he/she also become involved with Project CAST?

   21 yes 1 no

   Why? _____

   _____

4. Did you receive adequate feedback about the effectiveness of your work with the students?

Never				Always
1=6	2=3	3=7	4=0	5=1

5. Do you believe that your communication with Project CAST staff during the year has been adequate?

11 yes 6 no

Please explain. _____

_____

6. Did you become most involved with Phase I or Phase II during this school year?

7 Phase 1 2 Phase 2 5 Phases 1 and 2

7. Do you plan to continue participating in the Project CAST program?

16 yes 1 no

With which phase(s)? _____

Why? _____

_____

8. To what extent are you willing to work with students next year?

Not at all		Moderately		Completely
1=1	2=0	3=6	4=4	5=5

9. What do you think are the greatest strengths of the Project CAST program?

_____

_____

_____

10. What do you think are the greatest weaknesses of the Project CAST program?

_____

_____

_____

11. What other comments or recommendations about the Project CAST program would you like to make?

_____

_____

_____

APPENDIX B

Phase III Resource Person Questionnaire

BOARD OF EDUCATION
OF CHARLES COUNTY
LA PLATA, MARYLAND 20646

TELEPHONE 934-4671

JESSE L. STARKEY
SUPERINTENDENT

June 10, 1981

Dear Project CAST Resource Person,

We would like to know how you feel about the Project CAST program. By filling out this survey and returning it to us, we will know what parts of the program should be changed or kept the same next year.

We have included an addressed envelop for the return of the survey. Please help us out and send it as soon as possible.

Thank you very much.

Sincerely,

Barbara J. Diep
Director, Project CAST

Maureen J. Regan
Program Coordinator

BJD:MJR:clr
Enclosure

RESOURCE PERSON QUESTIONNAIRE

This questionnaire gives you a chance to express your feelings about the Project CAST program. The questionnaire consists of a series of questions. There are no right or wrong answers. Your thoughts and feelings are the important things in this survey. The answers you give will help determine how well the program is doing. These answers will also help improve the program in future years.

Thank you for taking the time to fill out this questionnaire.

RESOURCE PERSON QUESTIONNAIRE

Name of Resource Person _____

Title of Resource Person _____

Name of company _____

1. When the student was at your site, approximately how many hours did you typically spend with him/her?

   Number of hours/per day 2.30

2. Which of the following activities do you (or others at your site) provide for the CAST students?

	Yes	No
Do you talk about job opportunities?	10	0
Do you talk about the students personal problems?	2	10
Do you talk about activities at your site?	10	0
Do you evaluate individual students' performance at your site?	10	0
Do you supervise students in performing specific job-related tasks at your site?	10	0
Do you ever help the students in academic skills (e.g. - arithmetic skills, reading, measuring, etc.) related to the job?	3	5
Do you ever help the student to develop skills in dealing with people?	6	4

3. How do students spend their time at your site? Indicate the approximate How do students spend time most appropriate.

	Great deal	Often	Seldom
Observing site activities	4	4	2
Actively performing site activities	1	8	1
Talking with me	2	3	5
Talking with other site personnel	1	6	3
Other (specify) _____	____	____	____

4. How did you become involved with the Project CAST program: Check appropriate response(s).

10 CAST personnel contacted me about the program.

____ A student talked to me about the program.

____ Another employer talked to me about the program.

____ Company personnel talked to me about the program.

____ Other (specify) _____

5. Did the Project CAST Program Coordinator and/or Project Director provide you with enough information to help you to direct student activities at your site?

10 Yes 0 No

If you answered no, what information would have been helpful?

_____

6. Did the CAST teacher provide you with enough information to help you direct student activities at your site?

10 Yes 0 No

If you answered no, what information would have been helpful?

_____

7. Would you recommend to another person (potential employer or resource person) that he/ she also become involved with Project CAST?

10 Yes 0 No ____ Why? _____

_____

8. To what extent has the Project CAST program had an impact on the following items?

	How Much Impact			
	No Impact	Some Impact	Much Impact	Don't Know
A. Quality of work performed by regular employees	5	4	0	1
B. Amount of work performed by regular employees	4	4	0	2
C. Company training practices	3	3	1	2
D. List other possible impacts and indicate extent of impact				

_____

_____

_____

_____

9. In general, do you think the Project CAST students you have worked with are really interested in your job site? [circle the appropriate number from 1 (definitely no) to 5 (definitely yes)]

Definitely No				Definitely Yes
1 = 0	2 = 0	3 = 6	4 = 1	5 = 3

10. How have employees at your site reacted to participation in the Project CAST program? Check one.

7 Positive reaction
____ Negative reaction
____ Mixed reaction
1 No reaction
1 Not applicable
1 Don't know

11. In what ways (if any) have the employees at your site benefited? Check appropriate response(s).

1 They haven't benefited
4 Increased their awareness of handicapped youth.
2 Motivated the regular employees to further training.
2 Reduced their workload.
____ Increased interest in their own work.
3 I don't know
____ Other (please specify) _____

12. Do you receive adequate feedback about the effectiveness of your work with the students?

Never				Always
1 = 3	2 = 1	3 = 2	4 = 1	5 = 2

13. Do you believe that your communication with Project CAST staff during the year has been adequate?

10 Yes 0 No Explain _____

_____

_____

14. To what extent have you had to make changes in your normal work habits to accommodate the students?

Seldom		Often		Always
1 = 6	2 = 3	3 = 1	4 = 0	5 = 0

Specify: _____

_____

_____

15. To what extent does working with students interfere in any way with getting your job done?

Seldom		Often		Always
1 = 5	2 = 4	3 = 1	4 = 0	5 = 0

16. To what extent are you willing to work with students next year?

Not at All		Moderately		Completely
1 = 0	2 = 1	3 = 3	4 = 2	5 = 4

17. Do you plan to continue participating in the Project CAST program?

Yes 9 No 1 Don't Know _____

Why? _____

_____

_____

APPENDIX C

Phase IV Resource Person Questionnaire

BOARD OF EDUCATION
OF CHARLES COUNTY
LA PLATA, MARYLAND 20646

TELEPHONE: 934-4671

JESSE L. STARKEY
SUPERINTENDENT

June 10, 1981

Dear Project CAST Resource Person,

We would like to know how you feel about the Project CAST program. By filling out this survey and returning it to us, we will know what parts of the program should be changed or kept the same next year.

We have included an addressed envelop for the return of the survey. Please help us out and send it as soon as possible.

Thank you very much.

Sincerely,

Barbara J. Diep
Director, Project CAST

Maureen J. Regan
Program Coordinator

BJD:MJR:clr
Enclosure

RESOURCE PERSON QUESTIONNAIRE

This questionnaire gives you a chance to express your feelings about the Project CAST program. The questionnaire consists of a series of questions. There are no right or wrong answers. Your thoughts and feelings are the important things in this survey. The answers you give will help determine how well the program is doing. These answers will also help improve the program in future years.

Thank you for taking the time to fill out this questionnaire.

Phase IV Resource Person Questionnaire

Student _____

Name of Resource Person _____

Title of Resource Person _____

Company or Agency _____

Occupation for which training was provided _____

---

1. Which of the following activities do you (or others at your site) provide for the CAST students?

	Yes	No
Do you talk about job opportunities?	5	2
Do you talk about the student's personal problems?	3	3
Do you talk about activities at your site?	6	1
Do you evaluate individual student's performance at your site?	6	1
Do you supervise students in performing specific job-related tasks at your site?	7	0
Do you ever help the students in academic skills (e.g., arithmetic, reading, measuring, etc.) related to the job?	4	3
Do you ever help the student to develop skills in dealing with people?	4	2

2. How do students spend their time at your site? Indicate the approximate time most appropriate.

	Great Deal	Often	Seldom
Observing site activities	1	6	0
Actively performing site activities	3	3	1

	Great Deal	Often	Seldom
Talking with me	0	5	2
Talking with other site personnel	0	6	1
Other (specify) _____			
_____			

3. Did the Project CAST Program Coordinators and/or Project Director provide you with enough information to help you to direct student activities at your site?

5 Yes 2 No

If you answered No, what information would have been helpful?

_____

_____

4. Did the CAST teacher provide you with enough information to help you direct student activities at your site?

5 Yes 1 No

If you answered No, what information would have been helpful?

_____

_____

5. Would you recommend to another person (potential employer or resource person) that he/she become involved with Phase IV Project CAST students?

7 Yes 0 No

6. Do you receive adequate feedback about the effectiveness of your work with the students?

Never Always

1=3 2=0 3=0 4=3 5=1

7. Do you believe that your communication with Project CAST staff during the year has been adequate?

4 Yes 2 No Explain: _____

_____

_____

8. Which phrase below best describes the extent to which this student acquired job skills needed for employment? (Check only one)

The student:

2 a. has skills that make him/her immediately employable in this occupation.

3 b. has acquired many skills but still needs a little more training.

1 c. requires much more training before he/she is ready for employment.

0 d. does not show the aptitude or ability to acquire the skills needed for this occupation.

9. With regard to basic education skills (e.g., reading, arithmetic, spelling, writing) necessary for the job, this student:

4 a. performed as well as he/she needed to.

2 b. was weak in certain areas.

____ c. needs to improve greatly in order to work at this kind of job.

10. Do you think this student can acquire the skills to function successfully in this occupation?

7 Yes (please answer question 10 A)

0 No (please answer question 10 B)

10 A. If you answered "yes" to question 10, do you think the student has the ability to learn skills needed to advance to more complex or higher level jobs in this career field?

5 Yes 2 No

If you answered "yes" please specify the job or jobs you have in mind.

_____

_____

_____

10 B. If you answered "no" to question 10, do you think that there are other jobs in this career field in which the student could succeed?

0 Yes 0 No

If you answered "yes", please specify the job or jobs you have in mind.

_____

_____

_____

11. The column on the left below contains a variety of work habits. Place a check mark in one of the three columns to the right below which best describes the students' level of performance for each work habit.

Work Habit	Excellent	Good	Poor	Not Applicable
Punctuality	3	4		
Attendance	3	4		
Appearance	3	3	1	
Cleanliness	3	3	1	
Relationship with other workers	3	4		
Relationship with customers	2	3		2
Follows instructions	3	4		
Accepts responsibility	3	4		

12. Please assume that business or ecomonic conditions permitted and that you had job positions open and the authority to fill them. Which phrase below best describes your opinion of the student. Remember we are not asking you for a commitment.

3 a. I would not hesitate to offer this student a job.

2 b. I would possibly offer a job to the student after he/she had more training.

____ c. I would not offer a job to the student because I don't think that he/she can acquire the necessary job skills.

____ d. I would not offer a job to the student for reasons other than inadequate job skills (for example, work habits).

13. To what extent are you willing to work with students next year?

Not at all		Moderately		Completely
1=0	2=0	3=2	4=2	5=3

14. Do you plan to continue participating in the Project CAST program?

6 Yes 0 No 1 Don't Know

Why? _____

_____

15. What do you think are the greatest strengths of the Project CAST program?

_____

_____

_____

16. What do you think are the greatest weaknesses of the Project CAST program?

_____

_____

_____

17. What other comments or recommendations about the Project CAST program would you like to make?

_____

_____

_____

APPENDIX D

Parent Questionnaire

BOARD OF EDUCATION
OF CHARLES COUNTY
LA PLATA, MARYLAND 20646

E L. STARKEY
PERINTENDENT

TELEPHONE: 934-4671

June 11, 1981

Dear Parents,

We would like to know how you feel about the Project CAST Program. By filling out this survey and returning it to us, we will know what parts of the program should be reviewed for possible changes or kept the same next year.

We have included an addressed envelope for the return of this survey. Please help us out and send it back to us next week.

Thank you very much.

Sincerely,

Barbara J. Diep

Barbara J. Diep
Director, Project CAST

Maureen Regan

Maureen J. Regan
Program Coordinator
Phases 3 and 4

V. A. Evey

Virginia A. Evey
Program Coordinator
Phases 1 and 2

BJD:clr
Enclosure

PARENT OPINION SURVEY

1. How well does the Project CAST Program compare overall with the past school experiences of your daughter or son?

Much better	20
Somewhat better	7
About the same	4
Somewhat worse	___
Much worse	___

2. If you had it to do over again, would you want your daughter or son to participate in the Project CAST Program?

Definitely yes	29
I don't know	2
Definitely no	___

3. How well do you think your daughter or son likes the Project CAST Program compared with past school experiences?

Likes it much better	22
Likes it a little more	7
About the same	2
Dislikes it somewhat	___
Dislikes it a lot	___

4. Do you feel you have received enough information about your child's progress in the Project CAST Program?

Have received enough information	16
Have received information but need more	11
Have received very little information	4
Have received no information	___

5. In comparison with past school experiences, how much opportunity did the Project CAST Program provide your daughter or son for learning about occupations?

Much more	23
A little more	5
About the same	2
A little less	1
Much less	—

6. Do you think the Project CAST Program has helped your child to form job or career plans?

Helped a lot	16
Helped somewhat	10
I don't know	3
Has not helped at all	2

7. In comparison with past experiences in school, how motivated is your daughter or son to learn in the Project CAST Program?

Much more motivated	18
Somewhat more motivated	10
About the same	3
Somewhat less motivated	—
Much less motivated	—

8. How often does your daughter or son talk to you about what's going on in the Project CAST Program?

Never	4
Almost never	4
Sometimes	9
Often	10
Almost daily	4

9. How often have you had any contact with your child's teacher (or teachers) or other Project CAST staff members?

Never	10
Almost never	4
Sometimes	9
Often	4
Very frequently	4

10. What do you think of the job plans of your daughter or son?

There aren't any firm plans yet.	14
The plans should be changed.	1
The plans seem to be good.	11
We haven't really had a chance to discuss the plans.	5

11. What do you think your daughter or son will be doing a year after high school?

Working	16
Attending a job training program	1
Attending a community college or college	1
Going to a business or trade school	1
Military	4
Other (please specify)	

For the last five questions in this survey you are being asked to write your answers rather than to select from a list of possible answers. After reading a question please write in your answer in the space provided. If you need more space feel free to write on the back of this paper. Thank you for cooperating.

12. How did you first hear about the Project CAST Program?

13. What changes for the better have you noticed in your daughter or son that might be a result of participation in the Project CAST Program?

14. What changes for the worse have you noticed in your daughter or son that might be a result of participation in the Project CAST Program?

15. What do you think are the greatest strengths of the Project CAST Program?

16. What do you think are the greatest weaknesses of the Project CAST Program?

Thank you again for your cooperation.

APPENDIX E

Phase I - IV Student Surveys

PHASE I SURVEY

BECAUSE OF PROJECT CAST:	I think this is mostly true	I think this is mostly not true
1. I like going to school more than I used to.	32	34
2. I know more about the world of work than I learned before.	52	14
3. I have started to learn about many different kinds of jobs.	61	5
4. I became more aware that jobs have many duties.	57	9
5. I talk with my parents about different kinds of jobs.	39	27
6. I feel better about myself.	52	14
7. The program was worth my time.	49	17

136

	Better than my past school experiences	The same as my past school experiences	Worse than my past scho experiences
8. Project CAST was:	47	13	5

152

153

STUDENT _____ TEACHER _____ SCHOOL _____

STUDENT _____ TEACHER _____ SCHOOL _____

PHASE II SURVEY

BECAUSE OF PROJECT CAST:	I think this is mostly true	I think this is mostly not true
1. I like going to school more than I used to.	43	16
2. I know more about the world of work than I learned before.	44	10
3. I started learning about specific jobs.	51	8
4. I learned a lot about working with other people.	53	6
5. I started to learn about what kinds of jobs I like.	51	8
6. I started to learn about what kinds of jobs I didn't like.	34	25
7. I learned that some of my school classes are necessary for the type of jobs I liked.	43	16
8. I worked closer with my teacher.	40	19
9. I talk with my parents about what kind of job I would like more than I did before.	41	18
10. I feel better about myself.	49	10
11. The program was worth my time.	48	11
12. The people at the sites took an interest in helping me do and understand the job.	48	11

137

154

	Better than my past school experiences	The same as my past school experiences	Worse than my past school experiences
13. Project CAST was:	40	13	5

155

PHASE II SURVEY

BECAUSE OF PROJECT CAST:	I think this is mostly true.	I think this is mostly not true.
1. I like going to school more than I used to.	10	1
2. I know more about the world of work than I did before.	8	3
3. I was able to go to the sites that I wanted.	9	2
4. I started getting skills I could use to get a job.	8	3
5. I learned a lot about working with other people.	10	1
6. I worked closer with my teacher.	8	3
7. I will have a better chance of getting a job.	10	1
8. I talk with my parents about what kind of job I would like more than I did before.	9	2
9. I have a better idea about what I want to do when I graduate.	10	1
10. I feel better about myself.	11	0

138

11. The program was worth my time.	10	1
12. The people at the sites took an interest in helping me do and understand the job.	10	1

	Better than my past school experiences	The same as my past school experiences	Worse than my past school experiences
13. Project CAST was:	10	1	0

139

NAME _____

SCHOOL _____

DATE _____

PHASE IV SURVEY

BECAUSE OF PROJECT CAST:	I think this is mostly true.	I think this is mostly not true.
1. I like going to school more than I used to.	8	1
2. I know more about the world of work than I did before.	8	1
3. I was able to go to the site(s) that I wanted.	8	1
4. I got skills I could use to keep this job or get another one.	8	1
5. I learned a lot about working with other people.	7	2
6. I worked closer with my teacher.	6	3
7. I talk with my parents about the job I am doing more than I did before.	8	1
8. I have a better idea about what I want to do when I graduate.	9	0
9. I feel better about myself.	9	0

140

	I think this is mostly true.	I think this is mostly not true.
10. The program was worth my time.	9	0
11. The people at the site(s) took an interest in helping me do and understand the job.	9	0

	Better than my past school experiences.	The same as my past school experiences.	Worse than my past school experiences.
12. Project CAST was:	6	2	0

141

NAME _____

SCHOOL _____

DATE _____